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ABSTRACT

This annotated reading list, directed at persons concerned with the needs of children in foster care, groups materials according to subject matter and special audiences. The booklet also includes job descriptions for four kinds of foster parents (temporary, emergency, specialized and permanent), outlining requirements and responsibilities for each group. Subject groupings are: Historical Perspectives on Foster Family Services; Emergency Services; Permanent or Long-term Care; Services for Emotionally Disturbed Children; Services for Mentally Retarded Children; Placement in Foster Family Homes; Licensing of Foster Families; Education of Foster Parents; Foster Parent Associations; Citizen Advocates for Foster Children; Current Research on Foster Family Services; Effects of Separation of Children from Parents; and Research on Results of Foster Family Care. Materials for special audiences are directed at foster family social workers, foster and natural parents. The materials for social workers cover administration, worker and parent roles, recruiting of foster homes and helping children and parents. (BF)

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U.S. Department of Health, Education, and Welfare
Office of Human Development
Office of Child Development
Children's Bureau

DHEW Publication No. (OHD) 76-30098

Foreword

The Children's Bureau, created by an Act of Congress in 1912, was directed to ". . . investigate and report on all matters pertaining to the welfare of children and child life among all classes of our people. . ."

The Bureau has also been concerned that the families of these children receive the services they need. Efforts have been made to provide these services by national, State, county, city, and local agencies and organizations, with leadership and direction from the Children's Bureau.

During recent years, strong emphasis has been placed upon maintaining the family as a unit and enhancing the quality and stability of family life. But even with the many services and programs available in most communities today, circumstances do occur when it is not possible for a child to remain with his family. A typical decision made for a child who must be separated from his family is to place him in a foster family. The Child Welfare League of America (1959), defines foster family care as ". . . a child welfare service which provides substitute family care for a planned period for a child when his own family cannot care for him for a temporary or extended period when adoption is neither desirable nor possible."

Recent estimates indicate that there are approximately 350,000 children living in foster family homes, of whom almost 175,000 are over ten years of age. Some 25 percent of children who enter foster family care in any one year, and close to 50 percent of current caseloads, will remain in foster family care for long periods—in many cases, until they are adults.

This annotated reading list has been prepared as a source of information for the many individuals and groups con-

cerned with the needs of children in foster care, and the problems of children and families in crisis.

The reading list has been planned for easy reference. You will find that the material is grouped by subject matter or by the special audiences to which the publications would be of most interest. Using the Table of Contents, you can turn to those sections which are of greatest interest to you. You will also find at the end of the reading list, job descriptions for four kinds of foster parents—temporary foster parents, emergency foster parents, specialized foster parents, and permanent foster parents. The job descriptions outline the requirements and responsibilities for each of these classifications, and explain the qualities and capabilities desirable for prospective foster parents.

Foster Family Services Selected Reading List is part of a continuous effort by the Children's Bureau of the U.S. Office of Child Development to inform professionals and the public about foster family care in order to improve the quality of services to those children who require substitute care, and to children and their families who are in a crisis situation.

Special appreciation is extended to Miss Bea Garrett, Children's Bureau Specialist on Foster Family Services, and Mrs. Vardrine S. Carter, Children's Bureau Program Specialist, for their dedicated work in researching and reviewing a wide variety of publications on the subject published from 1965 through March 1976.

We hope that this reading list will prove useful to all who are concerned with children in foster care.

Helen V. Howerton
Chief, National Center for Child Advocacy
Children's Bureau
Office of Child Development

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Definition and Purpose of Foster Family Services

Foster Family Services is the child welfare service which provides: (1) social work and other services for parents and children* and (2) if needed, family living in the community for children whose natural family cannot care for them either for a temporary or extended period of time. Foster Family Services begins when the question of separating the child from his family arises. It ends when the child is stabilized in his own or relatives' home, he is placed for adoption, he is placed in a more appropriate facility, or he becomes independent.

Services to parents and children are for the purpose of helping them to make the best current and future adjustment possible for them. The child's best interest has priority.

Recruitment, selection, development, and supervision of foster families is for the purpose of providing appropriate family and community living experiences and the quality of care, nurturing and child-rearing practices most suitable for each child.

Placement in a foster family serves different purposes: (1) emergency care for not more than 30 days: (2) time-limited care while the natural family is being helped to improve the home situation and prepare for the child's return: (3) time-limited pre-adoptive care: (4) "permanent foster family" care on a planned basis, agreed upon in writing by all parties; and (5) specialized or treatment oriented care of mentally, physically, and emotionally handicapped children, including delinquents.

In fiscal year 1975 it is estimated that around 350,000 children were cared for, for some period of time, in foster family homes. About 300,000 were in public agency care, about 30,000 in voluntary agency care with public financing, and about 20,000 in voluntary agency care with voluntary financing.

Children need care because of physical or mental illness of the parent or custodian, the child's emotional problems and unacceptable behavior, severe neglect or abuse, desertion, family disorganization, parental incompetence, etc. Many of the children have already lived at risk long enough to become disturbed or arrested in normal develop-

*"Children" include youth to age 18.

ment. Every year a higher proportion of children with increasingly difficult developmental problems, are coming into care. It has been estimated that for each child in foster family care, at least one more needs foster family services. This makes it necessary to increase the number of highly skilled and dedicated staff and to develop foster parents who can provide loving and corrective family living experiences for these children at risk.

Historical Perspectives on Foster Family Services

Hutchinson, Dorothy, *Cherish the Child: Dilemmas of Placement.* Maude Von Kemp, ed., Meutchen, N.J.: Scarecrow, 1972. 176 pp.

An anthology of the writings of a leader in the child welfare field, who was active during the 1935–1956 era. The book consists of articles that appeared in professional journals, speeches, personal jottings of concepts from notes and letters, and class notes furnished by students. Miss Kemp, her colleague, provides introductory material for each section. From this practical wisdom of earlier days emerges Ms. Hutchinson's dedication to the preservation of family life, the uniqueness of the individual, her conviction that when substitute parent care has to be provided, cherishing the child should be the center of society's concern.

Kadushin, Alfred, *Child Welfare Services.* New York: Macmillan, 1967. pp. 354–433.

Dr. Kadushin presents a broad and systematic review of the history of foster care, scope, problems and trends. Social workers, ever ready to acquire that knowledge which is a necessary prerequisite to doing and treating, will gain much from reading this chapter, and the entire book.

Low, Seth, "Foster Care of Children: Major National Trends and Prospects," *Welfare in Review,* (October 1966) pp. 12–21.

Tables, graphs and statistics on foster care for selected years 1933–1965, and projections to 1975.

Tieder, Myra, "Thirty Years of Innovation in Foster Care," *Children,* (September–October 1971) pp. 179–182.

Mrs. Tieder points out that we can get so hung up on newness that we fail to benefit from the trials and errors of the past. This brief review of thirty years' work in foster

care provides an excellent perspective on progress and retrogression.

Wolins, Martin and Piliavin, Irving, *Institution or Foster Family: A Century of Debate*. New York: Child Welfare League of America, 1964, 62 pp.

The controversy over proper child placement which was triggered in 1855 when Charles Loring Brace of New York's Children's Aid Society began his project to settle slum children among Midwestern farm families continued until the middle of the twentieth century. Whether or not a meeting of minds has now been achieved, and the basis for consensus, if one exists, are the subject of this monograph. An excellent review of the literature and of statistical data on the debate.

Emergency Services for Foster Children

Bernstein, Rose, "Emergency Care of Children—Necessary Evil or Meaningful Child Welfare Service?," *Child Welfare*, Vol. 43, (1966) pp. 326–333.

An indepth examination is made of the assets and shortcomings of the different forms of emergency care employed by public welfare agencies to care for families experiencing crises. The author proposes a number of pertinent considerations that should be part of an emergency care plan. She stresses the importance of building into any emergency service program anticipatory measures to deal with the demands that will be made of the public agency, and means for mitigating the effects of the emergency.

Burt, Marvin R., *From Nonsystem to System: Evaluation of the Comprehensive Emergency Services System for Neglected and Dependent Children*. National Center for Comprehensive Emergency Services to Children in Crisis, c/o Urban Observatory, 320 Metro Howard Bldg., 25 Middleton Street, Nashville, Tennessee 37210, (615) 747-4313.

This evaluative report summarizes the operation and achievements of the Comprehensive Emergency Services System in Nashville-Davidson County, Tennessee. Operating on funds provided by Children's Bureau, Office of Child Development, this program was designed to bring about coordination and reorganization of services to neglected, abused and dependent children. A detailed discussion is offered of the structure and operation the pro-

gram with generalized recommendations that should be followed in improving similar services to children and families in crisis. This system has proven to be so successful and effectve, the Children's Bureau will continue to disseminate information on CES and the model Nashville program.

Hunt, R., "Research Findings as a Base for Action In Child Welfare," *Child Welfare*, Vol. 46 (8), (1967) pp. 456–62; 471.

A report is given on an action-oriented child welfare project directed at planning a comprehensive network of child care and protective services. The project stressed three methods for providing more effective emergency services: (1) anticipating, preparing for, and avoiding crisis situations precipitating entry to foster care, (2) easing a crisis, thereby diluting its damage and (3) placing children in care before irreversible damage has occurred. As a result of the project, the number of homemakers on payroll was increased, a round-the-clock casework-oriented emergency telephone service was initiated to ease crisis situations and consideration was given to developing at least 100 foster family facilities as an alternative to congregate shelter care for short-term placement.

Jones, Mary Ann, Neuman, Renee and Shyne, Ann W., *A Second Chance for Families*. New York: Research Center Child Welfare League of America, Inc., January, 1976.

The project reported here tested and demonstrated the effectiveness of intensive family services in averting or shortening placement. It demonstrated further that this was accomplished with benefit to the children and at lower cost. The analysis of outcomes reveals the intensive services of the demonstration units were more effective than the regular service programs in reducing the number of placements and time in placement. The intensive services were also more effective in dealing with problems of the parents, the child and the environmental situation. Furthermore, placement was reduced without jeopardy to the child.

Kautz, Eleanor, "Family Services that Obviate the Need for Child Placement," *Child Welfare*, (May 1969) pp. 289–295; 308.

The direct intervention that is often necessary to keep a troubled family functioning is illustrated in three case histories. Other points that emerge are the importance of a continuous process of evaluating families, and the "con-

viction that preservation of families is worth the investment of caseworker, homemaker, and other community resources over a period of years."

Minton, Sue, "Homemaker Classes: An Alternative to Foster Care," *Child Welfare*, (March 1973) pp. 188–191.

Foster care sometimes seems the only solution to family disintegration, especially when the mother feels she is unworthy of her children, can do nothing, and makes no effort to care for, or keep her children. Homemaker classes designed to promote skills can counter-act despair and apathy, and keep families together.

Simonds, John F., "A Foster Home for Crisis Placements," *Child Welfare*, (February 1973) pp. 82–90.

Temporary foster homes for children facing a crisis can be a constructive step allowing time for the making of long-term plans, and helping the child accept them. The success of the "breathing spell" to the child's later adjustment is dependent on how he is first received into the home, and on the foster parents' sensitivity to his emotional needs and problems.

Stringer, E. A., "Homemaker Service to the Single-parent Family," *Social Casework*, Vol. 48 (2), (1967) pp. 75–79.

The benefits of homemaker services are praised as a means of keeping children in their own homes when the one parent is temporary incapacitated, for example, during illnesses, following death of the spouse, etc. Flexible use of the 8–24 hour service assures continuity of household management and avoids the trauma of separation for the children.

Permanent or Long-Term Foster Family Care

Andrews, R.G., "When Is Subsidized Adoption Preferable to Long-Term Foster Care?," *Child Welfare*, Vol. 50 (4), (1971) pp. 194–200.

A description is given of the options that should be available in every community for the care of children in long-term care, and a discussion is offered of the comparative values of long-term foster care and subsidized adoption.

Bryce, Marvin E., and Ehlert, Roger C., "144 Foster Children," *Child Welfare*, (November 1971) pp. 499–503.

A study of 144 children in foster homes explored the in-

discriminate use of foster care and the practice of keeping children in "temporary" care too long. A strong case is presented for early decision-making in terms of guardianship, and termination of parental rights when rehabilitation potential is low.

Cornwall, Charlotte E., "Power, Policy, Perception—Challenge to Child Welfare," *Public Welfare*, (January 1967) pp. 74–81.

One of the areas in which the author challenges child welfare workers to manifest greater sensitivity is in the provision of long-term temporary placement for children deprived of adoption. The case history of Sam illustrates how a rootless child when placed in a stable foster home established roots and progressed toward a meaningful relationship with his natural father.

Jaffee, Benson, and Kline, Draza, *New Payment Patterns and the Foster Parent Role*. New York: Child Welfare League of America, 1970.

Two experimental programs in long-term and permanent foster care are examined by Mr. Jaffee and Miss Kline. The book describes the attempts of a Seattle, and New Orleans agency to recruit and retain foster parents for the hard-to-place child through a combination of payment for service, emphasis on permanency, and clarification of the foster parent and agency roles.

Johnson, Lloyd W., "Permanent Foster Care," *Minnesota Welfare*, (Summer/Fall 1965) pp. 35–38; 47. (Also in *Child Welfare*, April 1966, pp. 228–229.)

A rural county welfare department which launched a planned, permanent foster care program experienced encouraging results. Many more children now "face each day knowing where they will be tomorrow."

Kline, Draza, "The Validity of Long-term Foster Family Care," *Child Welfare*, (April 1965) pp. 185–195.

The tendency to deny the existence of, or apologize for, long-term foster family care has "hindered the development of a shared body of knowledge . . . and has interfered with the development of an increasingly effective quality of service." This article presents a composite set of conditions that characterize the possible need for long-term care, and discusses the essential components of an effective program.

Maas, H.S., "Children in Long Term Foster Care," *Child Welfare*, Vol. 48 (6), (1969) pp. 321–332.

A study was conducted on conditions that differentiate

children in long-term foster care (ten or more years) from those in care for a shorter time. The significant findings were: there is little support to the idea that foster care provides primarily temporary service because 76 percent were in care three or more years; most of the children who were adopted left care in less than three years, and those children in long-term care were distinguished by their over-representation among children who were of estimated below average intelligence, non-white, Catholic, or suffering some physical disability.

Madison, G. and Shapiro, M., "Permanent and Long-term Foster Family as a Planned Service," *Child Welfare*, Vol. 49 (3), (1970) pp. 131–136.

The experiences of eight agencies with permanent and long-term family care are analyzed in relations to problems and possibilities of this type of foster care. The utilization of guardianship and written and oral contracts to establish security and stability in the foster relationship are also examined. These experiments have resulted in reducing significantly the limbo of unplanned, uncommunicated, lengthy foster care placements and has established security for children who otherwise would have drifted through childhood with little or no familial identity and stability.

Madison, Bernice, and Shapiro, Michael, "Long Term Foster Family Care: What Is Its Potential for Minority Group Children?," *Public Welfare*, (April 1969) pp. 167–191.

A very comprehensive report on a Long-term Foster Care Program at Spence-Chapin Adoption Service in New York City is presented. The program's objective was the extension of long-term foster family care to children in well-baby wards of hospitals and in shelters. By placing these, children in early infancy, and by using a family-centered approach, most of them, it was believed, would be so absorbed into the selected families that they would remain there until maturity.

Pratt, Catherine, "Assembled Families," *Child Welfare*, Vol. 46 (2), (1967) pp. 94–99.

A report is made on an experiment initiated in 1963 to ascertain the effects of assured, stable, long-term, uninterrupted care for children who were not likely to return to their own families or be adopted. The project employed and trained the foster parents, owned and maintained several of the foster homes, met all child care cost, and pro-

vided casework and auxiliary services. The results were revealing in that families who were longest in existence functioned more as real families and had an air of permanency.

Schmidt, D.M., "A Commitment to Parenthood," *Child Welfare*, Vol. 49 (1), (1970) pp. 42–44.

The Division of Children and Youth of the Denver Department of Welfare designed and carried out a permanent home program for foster children. Staff members planned with foster parents to rear many of the children to adulthood and specified the added responsibilities and privileges this status gave the foster parents. The foster parents received a formal guardianship agreement, or when not possible, a verbal agreement was made with foster parents. The program had a beneficial psychological effect on the children, the foster parents, and the agency.

Sherman, Edmund A., Neuman, Renee, and Shyne, Ann W., *Children Adrift in Foster Care: A Study of Alternative Approaches*. New York: Child Welfare League of America, 1974.

This study explores the concern in the field of child welfare with the tendency of temporary foster care to drift without a plan into permanent substitute care. Descriptions are given to various strategies tested by the Rhode Island Department of Social and Rehabilitation Service to combat this trend i.e., a monitoring system which requires that each case be reviewed and reported at 3-month intervals and a plan whereby a worker is assigned either to facilitate a child's return to the natural parents or to encourage parental acceptance of an alternative plan.

Watson, Kenneth W., "Long-Term Foster Care: Default or Design? The Voluntary Agency Responsibility," *Child Welfare*, (June 1968) pp. 331–338; 364.

Voluntary agencies have, in the past, tended to shy away from developing long-term foster care programs, prefering to work toward either prevention of placement or rehabilitating families so the child might be returned to his natural parents. The agency's obligation to plan for those "residual" children who will need the security of a permanent foster home is spelled-out.

Weaver, Edward T., "Long-Term Foster Care: Default or Design? The Public Agency Responsibility," *Child Welfare*, (June 1968) pp. 339–345.

One of the causal factors for a child being in foster care by default is usually the initial failure to diagnose ade-

quately the problems of the natural family, the child, or both. This deficiency, and that of not defining realistic goals based on careful diagnostic evaluation, must be corrected through a cohesive program that puts priority on continuity of care and service. The public agency's mandate is to assure a basic floor of service to all children, when, and where they may need it.

Foster Family Services for Emotionally Disturbed Children

Ambinder, Walter J., and Falik, Louis H., "Keeping Emotionally Disturbed Foster Children in School," *Children*, (Nov.–Dec. 1966) pp. 227–231.

The foster child's inability to get along in school is often the primary reason for the breakdown of placement, so that adjustment of a foster child to school may be one of the major aspects of his adjustment to life. A case history is given that highlights involvement with school officials, and coordinating efforts of school, foster parents, and caseworker.

Ambinder, Walter, Fireman, Laura, Sargent, Douglas, and Wineman, David, "Role Phenomena and Foster Care for Disturbed Children," *American Journal of Orthopsychiatry*, Vol. 32, (1962) pp. 32–41.

As part of a project to improve the foster care of emotionally disturbed children, fifty foster parents were studied to determine their concept of their role and the role they ascribed to the caseworker. Certain role disturbances that impede foster home care are identified, and the necessity for a clearer role definition of the foster parent, as well as the worker, is discussed.

Ambinder, W.J. and Sargent, D.A., "Foster Parents' Techniques of Management of Preadolescent Boys' Deviant Behavior, *Child Welfare*, Vol. 44, (1965) pp. 90–94.

The results of a survey of fifty foster parents' techniques for coping with problem behavior on the part of moderately disturbed boys 8 to 12 years old are presented. Seventy-three percent of those surveyed were judged as harmful to ego control, 16 percent as helpful to ego control, and 11 percent as neither harmful nor helpful. The results suggest that foster parents should receive specific training in coping with problem behavior in order to raise their level of ego-enhancing management techniques.

Ament, Aaron, "The Boy Who Did Not Cry," *Child Welfare*, (Feb. 1972) pp. 104–109.

Alan is a 6-year-old boy who typifies the aggressive foster child, unable to form meaningful human ties, responding as poorly to discipline as to affection. This account of his slow progress toward normality is a strong argument that a child's initial placement be a home where he can stay for the duration of foster care.

Bedford, Linda and Hybertson, "Emotionally Disturbed Children: A Program of Alternatives to Residential Treatment," *Child Welfare*, Vol. 54 (2), (February 1975) pp. 109–115.

There are many essentials in setting up a program to provide alternatives to residential treatment of emotionally disturbed children. In August 1972, the Massachusetts Department of Public Welfare contracted with Boston Children's Service Association to provide social and mental health services to a group of children who previously would have been cared for in residential treatment centers. Under the Treatment Alternative Project (TAP), direct intervention was extended to over 200 emotionally handicapped children at a given time. When the own-home environment proved out of the question, foster parents were invaluable as an alternative locus of treatment. In response to this need, a major recruitment effort was necessary, and because special skills were required of foster parents, the project conducted training sessions for persons who undertook this task. Foster parents were assured of the significance of their role as therapeutic allies, as well as providers of care and protection.

Defries, Z., Jenkins, S. and William, E.C., "Foster Family Care for Disturbed Children: A Nonsentimental View," *Child Welfare*, Vol. 44, (1965) pp. 73–84.

Disturbed children placed in foster homes by the Department of Public Welfare of Westchester County, New York were studied along with their foster parents, to see if a variety of special therapeutic services would significantly alter the behavior of one group in comparison to a matched group treated by conventional casework techniques. No statistical differences emerged. Another objective of the study was to compare the effects of family care with institutional care of disturbed children. From the findings, it was recommended that when disturbed children are being considered for placement, institutionalization should be considered first, adoption second, and foster care in carefully selected homes, third.

Fellner, I.W., "Selective Placement of Emotionally Disturbed Children," *Social Casework*, (June 1964) pp. 341–345.

The validity of many of the reasons given for placing an emotionally disturbed child in an institution is challenged, and encouragement is given for the development and creative use of special foster homes, which, in combination with the community theraputic resources, can provide the best arrangement for the child's rehabilitation.

Fine, R.V., "Moving Emotionally Disturbed Children from Institution to Foster Family," *Children*, Vol. 13, (1966) pp. 221–226.

Special techniques are suggested for use in easing the transition of children with varying emotional disturbances from residential homes to special foster family homes. It stresses that particular consideration need be given: (1) a carefully prepared transition, (2) beginning the child relationship with the new therapist in the agency, (3) telling the child what is expected of him, and (4) quickly establishing close relationship with the child and the foster parents.

Fraiberg, Selma, "A Therapeutic Approach to Reactive Ego Disturbances in Children in Placement," *American Journal of Orthopsychiatry*, Vol. 32, (1962) pp. 18–31.

A therapeutic approach is offered to the problem of the child who has lost the capacity for object relations following separation from his parents and being placed in placement. A specialized adaptation of an analytic technique is employed in the casework treatment which consists mainly of working through the defenses against affects and revising the affects around the initial trauma of placement. Concurrent group treatment is employed for continuing diagnosis, to test the movement in objective relationships and to provide a milieu in which readiness for new ties might be gratified. Prophylactic considerations are taken up in a final section.

Gross, Paula Kuhn, and Bussard, Fran, "A Group Method for Finding and Developing Foster Homes," *Child Welfare*, (November 1970) pp. 521–524.

A California children's treatment center devised a new approach to the problem of finding foster homes for emotionally disturbed children released from a residential center but unable to return home. The four-part program started with press releases about the agency and its need for foster homes. Introductory group meetings were set up, followed by a series of six 2-hour sessions. Couples who indicated

interest in becoming foster parents were then interviewed individually by a caseworker.

Hikel, Virginia, "Fostering the Troubled Child," *Child Welfare*, Vol. 48, (July 1969) pp. 427–431.

A foster parent who participated in the program of the Merrifield Center, Worcester, Mass., describes her experiences in working with troubled foster children. She offers some guidelines as to how best to meet some of the difficult challenges and problems that will arise in the care of an emotionally troubled foster child. Some of the behavioral hurdles are discussed along with a discussion of the ambivalent relationship that exists with the foster care agency in order to make best use of their invaluable services, and in making crucial decisions about the progressive growth and development of the foster child.

Klapman, Howard and others, "Rehabilitation of Children Discharged from a Psychiatric Hospital," *American Journal of Orthopsychiatry*, (October 1964) pp. 942–947.

A strong recommendation is made for close cooperation between all community agencies concerned with the child's integration back in the community. This is crucial because children placed in foster homes after being discharged from psychiatric hospitals are often regarded with alarm or disgust by the community; and their readjustment to family and school life is thereby made more difficult.

Korner, Harold, "Differential Diagnosis as it Affects the Choice of Placement for the Acting-out Child," *Child Welfare*, (January 1963) pp. 29–37.

A distinction is made between two groups of acting-out youngsters—the sociologic delinquent and individual delinquent, or emotionally disturbed, acting out child. This latter group is classified by various personality disorders, and the appropriate placement facility is indicated.

Maluccio, Anthony N., "School Problems of Emotionally Disturbed Foster Children," *Mental Hygiene*, (October 1969) pp. 611–619.

The need is stressed for active collaboration between school, foster parent and social agency on behalf of confused and troubled children faced with social and emotional problems, aggravated by their efforts to cope with the demands of growing up away from their own families.

Maluccio, Anthony N., "Selecting Foster Parents for Disturbed Children," *Children*, (March-April 1966) pp. 69–74.

In judging the capacity of foster parents to care for a disturbed child, both the personality of the parents, and the implications of their request for a foster child must be taken into account.

Rich, Dale L., and Semmelroth, Sara, "Foster Care for Emotionally Disturbed Children," *American Journal of Orthopsychiatry*, (April 1968) pp. 539–542.

A Michigan agency took on the difficult and challenging task of returning children who had been identified as seriously disturbed to the community. Essential components of the project were the careful selection of both children and foster parents, and the provision of intensive casework services to the newly formed family unit. Parents already involved in community life were especially effective.

Smith, Emily A., and Ricketts, Betty M., "The Recommendation for Child Placement by a Psychiatric Clinic," *American Journal of Orthopsychiatry*, Vol. 32, (1962) pp. 42–49.

Three major factors whch one child guidance clinic found useful in the consideration of the advisability of placement of a child away from home are discussed. The factors were: (1) diagnostic study of child and family when placement is in question; (2) services which will aid the family with the emotional turmoil associated with placement and assist them in using placement resources; and (3) the placement resource itself.

Thomas, Carolyn B., "Helping Foster Parents Understand Disturbed Children," *Child Welfare*, (March 1971) pp. 168–175.

An explanation is given of the types of disturbances, why they occur, the particular vulnerabilities of foster children, and how foster parents can help them deal with their feelings.

Zober, Edith, "Parental Force in Practice," *Child Welfare*, (January 1969) pp. 14–24.

In working with emotionally disturbed children in foster care, the Iowa Children and Family Services assigned two caseworkers, one with parenting responsibilities and the other, with therapy responsibilities, to half of 24 children in foster family care. The cooperating institutions and agencies believe that the concept of "parental force" was useful in providing a framework where the children could grow. Clarifications of the roles of the agency, the parent, the foster parent, and the therapy worker required continuing effort.

Foster Family Services for Mentally Retarded Children

Adams, Margaret E., "Foster Care for Mentally Retarded Children: How Does Child Welfare Meet this Challenge," *Child Welfare*, Vol. 49 (5), (1970) pp. 260–269.

Methods are discussed for utilizing foster family care to provide a stimulating and nurturing environment for the mentally retarded child who cannot live in his own home. The author suggests that mental retardation can, in many instances, be reversed or mitigated by enlightened care based on sound child development principles. Examples of basic innovative child welfare programs utilizing foster family care for retarded children are offered.

Begab, M.J., "Mental Retardation: The Role of the Voluntary Social Agency," *Social Casework*, Vol. 45 (8), (1964) pp. 457–464.

Emphasis is placed on the essential role to be played by voluntary family and child care agencies in implementing the philosophy that the mentally retarded belong in the community rather than in institutions. Adoption and foster family care should be considered where possible. Foster parents for retarded children need special qualities, such as the ability to get emotional gratification from small achievements, and the ability to deal with community attitudes.

DeVizia, Joseph, "Success in a Foster Home Program for Mentally Retarded Children," *Child Welfare*, Vol. 53 (2), (February 1974) pp. 120–125.

The Foster Home Program for Mentally Retarded Children of Luzerne County, Wilkes-Barre, Pennsylvania, has developed a program for the placement of mentally retarded children in foster homes. A discussion is given of the procedures for referral, the evaluation process used to determine the amount of supplementary payment to foster parents, and some of the difficulties encountered in the program. This program has proved most effective in the development of socialization skills for the children involved.

Garrett, Beatrice L., "Foster Family Services for Mentally Retarded Children," *Children*, Vol. 17 (6), (Nov.-Dec. 1970) pp. 229–233.

Suggesting that foster family service has the potential of providing the mentally retarded child with an opportunity to become a part of the community, the author gives an indepth discussion of the problem of programing and serv-

ing all of the parties involved in the placement of a retarded child. The discussion included various methods or techniques that can be employed to meet the individual and specialized needs of the natural parents, foster parent, and the child. The article ends with a number of propositions arising from the concepts of normalization and human management, for consideration by persons who have a responsibility to plan for or serve mentally retarded children.

Goldblatt, Dorothy S., "Foster Family Care for the Mentally Retarded Child," *Child Welfare*, Vol. 48 (7), (July 1969) pp. 423–424; 426.

This foster family care worker reports on the problems and challenges that must be confronted in the placement of a mentally retarded foster child in a suitable foster home. A case study is given of a child that had sustained substantial brain damage resulting in retardation, with a description of the efforts made by various public agencies (the hospital, education system, etc.) and the foster parent in providing for the special needs of the mentally retarded child.

Mamula, Richard A., "The Use of Developmental Plans for Mentally Retarded Children in Foster Family Care," *Children*, (Mar.-Apr. 1971) pp. 65–68.

Foster mothers of retarded children were given individual developmental plans for the child with specific time-related objectives, both short-range and long-range. Noted were an increase in the caretaker's interest in the child's progress, and an increased confidence in her ability to help the child. Natural parents also participated in constructing and reviewing the plans.

O'Regan, G.W., "Foster Family Care for Children with Mental Retardation: Parents of Other Retarded Children Are Ready Resources," *Children Today*, Vol. 3 (1), (1974) pp. 20–24; 36–37.

The suggestion is made that parents who have made a healthy adjustment to having a retarded child might be considered an untapped, "ready made" resource for placement of retarded foster children. Case studies have cited instances in which families who have a retarded child found that a retarded foster child may have served to restore family equilibrium. Mention is made of the efforts of Retarded Infant Services (RIS) to encourage foster care agencies to take a more active role for these children, not as "hard to place," but as children with special needs.

Rich, Mabel, "Foster Homes for Retarded Children,"

Child Welfare, (July 1965) pp. 392–394.
A comparison of good foster homes used for retarded children with homes of "ordinary" children revealed many points of similarity, and indicated that homes for retarded children might be recruited from the ranks of present foster parents.

Placement of Children in Foster Family Homes

Cautley, Patricia, and Aldridge, Martha J., "Predicting Success for New Foster Parents," *Social Work*, (January 1975) pp. 48–53.
Over 963 applicants were studied to determine whether it is possible to develop a process that would act as a predictor of a successful foster placement. The 145 couples who were accepted as first-time foster parents for a 6–12 year old were followed to see how they actually functioned in this new role. Interviews were conducted with the social worker making the placement to obtain baseline data regarding the child being placed, and also periodic interviews with the new foster parents. The primary purpose of the research was to attempt to identify characteristics of foster parent applicants who might predict their later success in caring for school-age children. This article is only a preliminary summary of the study's findings, a more indepth treatment of the results will appear in a manual for homefinders and guidelines for placement workers.

Cox, Ruth Wade, and James, Mary Hamilton, "Rescue from Limbo: Foster Home Placement for Hospitalized, Physically Disabled Children," *Child Welfare*, Vol. 41 (1), (January 1970) pp. 21–28.
A special program of foster home placement opened up a new world for a group of physically disabled children who had spent most of their lives in hospitals. Under this special program, Los Angeles County, California sought to place children who had experienced long-term institutionalization in Rancho Los Amigos Hospital. The opportunity was offered to severely disabled children to have more normal lives away from the hospital and to find security and happiness in homes with interested families. Recommendations are made as to guidelines to be followed by child care workers in effectively planning for the foster family care of these children.

Foy, E., "The Decision-making Problem in Foster Care," *Child Welfare*, Vol. 46 (9), (1967) pp. 498–503; 534.
A new formula is presented that would seek to reduce the uncertainties of the placement process in foster care and provide some guidelines to aid social workers in making placement decisions. The end results of using this formula would be the development of a taxonomy for both the child-family and treatment configurations of the foster care decisionmaking process. These practice-derived taxonomies would then form the basis for experience tables. The author argues that such a decision-making process would enhance both the validity and reliability of placement decisions.

Geiser, Robert, *The Illusion of Caring: Children in Foster Care*. Boston: Beacon Press, 1974.
A passionate outcry is made against a society that too often is contented with the outward appearance of good placement, and ignores the inner dynamics of the child's world. Suggestions are offered as to how to improve the situation of foster children, such as: making schools more responsive to the total needs of children; instituting meaningful parenthood education programs; adopting a Bill of Rights for children that acknowledges children as human beings rather than the property of their parents and others.

Jenkins, Shirley, "Duration of Foster Care: Some Relevant Antecedent Variables," *Child Welfare*, (October 1967) pp. 450–455.
The reason for placement is seen to be a particularly relevant factor affecting the length of time a child remains in care. This suggests that a careful analysis of the situation that resulted in placement may held in estimating how long foster care placement will be necessary.

Jenkins, Shirley, and Sauber, Mignon, *Paths to Child Placement: Family Situations Prior to Foster Care*. New York: Community Council of Greater New York, 1966. p. 20.
Four-hundred and twenty-five families related the story of the year prior to placement of their child with a child welfare agency. The paths were many and varied, and though, for some, placement was the only solution; for others, appropriate services might have blocked the path and led the child back home again.

Jensen, Gordan D., "Developmental Assessment as an Indicator of Foster Home Adequacy," *Child Welfare*, Vol. 45, (1965) pp. 576–582.
A critical look was taken at the question of developing

more conclusive mechanisms for assessing the emotional and environmental adequacy of foster family care, and the issue of reversibility of damage done to a foster child who is placed in an inadequate foster home. Three cases were presented giving the developmental history and course of development of infants placed in the care of a single foster mother. All infants appeared normal at birth, but showed varying degrees of developmental retardation by 9 to 13 months. Following correction of the inadequate environment by change in foster home or adoptive placement, the children manifested improvement in varying degrees. The article emphasizes the importance of diagnosing inadequate conditions as soon as possible, so that corrective and preventive measures may be taken.

Kay, N., "A Systematic Approach to Selecting Foster Parents," *Case Conference*, 13 (2), (1966) pp. 44–50.

The author opts for a more relevant systematic approach to foster parent selection. He suggests that criteria for evaluation should be based on (1) amplification and specification of the particular need that motivates application for a foster child, (2) defensiveness expressed by unwillingness to talk, which may conceal motives dangerous to the foster child, and (3) assessment of maturity, the measure of psychic integration. Methods for exploring each of these motivations are suggested.

Kinter, R. and Otto, H.A., "The Family-Strength Concept and Foster Family Selection," *Child Welfare*, Vol. 43 (7), (1964) pp. 359–371.

The self-perception of family strengths held by twenty-four accepted and fifteen rejected foster parent couples were studied. The findings revealed that the foster parents who had been accepted had a greater degree of consensus in the individual responses of husbands and wives to the questionnaire and seemed able to communicate better. It was concluded that the exploration of family strengths contributed to a more positive self-image and increased confidence among perspective foster parents, thus indicating greater potential for successful foster care placement.

Kline, Draza and Overstreet, Helen-Mary Forbush, *Foster Care of Children: Nurture and Treatment*. New York: Columbia University Press, 1972.

The basic principles, processes, and procedures in the placement of children are discussed in the context of the dynamic interplay among the participants and their environments. A systematic approach to diagnosis and decision-making is

described and illustrated from intake through discharge. The authors have used the medium of the case worker-to-child/parent/caretaker interchange as the most direct and comprehensive way to convey the essential concepts of nurture and treatment when placement is in the child's best interests.

Kraus, J., "Predicting Success of Foster Placements for School-Age Children," *Social Work*, Vol. 16 (1), (1971) pp. 63–73.

Selected characteristics of foster parents and foster children, aged 6 or older, were related to the success or failure of foster home placements. The placements that survived for 24 months or more were found to be related positively to the following factors: the foster mother was 46 years of age or older; the foster parents had two children of their own, a foster child was already present in the home, the number of persons residing in the home was more than four, including the current foster child; and the foster parents were motivated by a general desire to help the child. The article strongly suggests such prediction tables could be used to eliminate potential foster homes that have a low probability for successful outcome.

Mahoney, Kathryn and Mahoney, Michael J., "Psychoanalytic Guidelines for Child Placement," *Social Work*, (November 1974) pp. 688–695.

The authors critically examine the psychoanalytical theory espoused by Goldstein, Freud, and Solnit that stresses each child's need for "continuity" (i.e. an unbroken relationship with an adult), and children having their own built in time sense, based on the urgency of their instinctual and emotional needs. This psychoanalytical approach is questioned as the principle guideline in child placement, because of the lack of empirical evidence supporting its premises. The child placement professional is encouraged to use sensitive scientific inquiries—inquiries that incorporate the empirical behavior and value-based humanistic concerns in making crucial decisions in the placement of children.

Matek, O., "Differential Diagnosis for Differential Placement of Children," *Child Welfare*, Vol. 43 (7), (1964) pp. 340–348.

After a review of available literature on the wide variation in agency criteria for placement, the author suggests that the decision to place a child should reflect an evaluation of his personality and pathology in the context of the how and why of the breakdown of his family unit, and with special

attention given to the location of the disturbances and the emotional state of family relationship.

Maluccio, A.N., "Selecting Foster Parents for Disturbed Children," *Children*, Vol. 13 (2), (1966) pp. 69–74.
There are a multiplicity of problems that arise with the placement of emotionally disturbed children in foster homes. Foster parents for such children have to have the ability to use casework services to cope with problems through the constructive use of anxiety, to tolerate the child's need for personal growth, and to avoid over-identification.

Phillips, Michael, and others, *Factors Associated with Placement Decisions in Child Welfare*. New York: Child Welfare League of America, 1971. 113 pp.
Identifying the conditions under which the needs of children can be appropriately met through providing service in their own home, was the research project undertaken by CWLA. Factors in own home versus placement decision, plus confirming data are presented.

Rosenblatt, Aaron, and Mayer, John E., "Reduction of Uncertainty in Child Placement Decisions," *Social Work*, (October 1970) pp. 52–59.
Deciding what is best for a child is a consequential act often performed without adequate knowledge resources. Mechanisms that can reduce worker strain and uncertainty are: restricted case coverage, excessive fact gathering; limited options; decisions not readily appraisable; and sharing of responsibility.

Sauber, Mignon, "Preplacement Situation of Families: Data for Planning Services," *Child Welfare*, (October 1967) pp. 443–449.
The need for knowledge about the preplacement experiences of families whose children come into foster care is stressed. A study made in New York City gathered information on family characteristics, income and health, and utilized this data to pinpoint major problem areas.

Slingerland, W.H., *Child-Placing in Families: A Manual for Students and Social Workers*. New York: Arno Press, 1974.
A comprehensive study is made of the child-placing process. It is suggested that child-placing in families properly strengthened and standardized, will afford a practical and satisfactory method of providing for all normal juvenile dependents who cannot be cared for by parents or other near

relatives. The book has been written for the purpose of meeting the needs and guiding the action of those engaged in this social service. A definition of terms and a bibliography are inserted at the close of the book.

Licensing of Foster Families

Class, Norris E., "Licensing for Child Care: A Preventive Welfare Service," *Children*, (Sept.-Oct. 1968) pp. 188–192.

The licensing of child-care facilities is rarely seen as a preventive program—a program not to treat problems but to prevent misfortunes from befalling children. This article seeks to differentiate the preventive aspects of a licensing program from child protection, which is essentially a program of social treatment or rehabilitation. Three questions are examined: (1) what are the features of a preventive program?, (2) what are some of the factors that confuse the perception of child-care licensing as preventive?, and (3) what are some of the administrative imperatives if child-care licensing is to be carried as a preventive program?

Class, Norris E., *Licensing of Child Care Facilities by State Welfare Departments.* Washington, D.C.: U.S. Department of Health, Education and Welfare, 1968, 63 pp.

An analysis is made of the structural and operational aspects of child care licensing as carried out by welfare departments. This statement is intended to provide, through the formulation of concepts derived from history, observation, empirical analysis, and speculation, a theoretical framework for dealing with the practical problems of administration. Although intended primarily for public welfare administrators, many of the general principles discussed are applicable to any agency with child care licensing functions. The first chapter is devoted to clarifying the focus of the study; Chapters 2, 3, and 4 take up the structural aspects of the licensing responsibility; and the remaining chapters are concerned mainly with the operation of licensing programs. For readers who wish to have some background on the development of child care licensing in the U.S., a historical note is appended.

Costin, Lela B., "The Regulations of Child-Care Facilities," *Proceedings of the Centennial Conference on the Regulation of Child-Care Facilities*, Vol. I, (1968) pp. 1–18.

The proceeding of the Centennial Conference on the licensing of the child-care facilities are outlined which treat such issues as: Why Licensing is Necessary; The Status of the Applicant for Licensing; Regulation vs. Accreditation; Whom Does Licensing Serve; The Elements of a Social Licensing Law; The Nature of Licensing 'Standard'; and the Licensing Process.

Costin, Lela B., "Supervision and Consultation in the Licensing of Family Homes: The Use of Non-professional Personnel," *Child Welfare*, (January 1967) pp. 10–16.

The performance of non-professional personnel in giving supervision and consultation to licensed foster mothers and day care operators is studied. The results of this study are presented in relation to the premise that supervision and consultation to the licensee are key ingredients of a licensing program, and that only to the extent that they are included as an integral part of the licensing process can agencies claim to have a dynamic program of licensing. Only then does the licensing function go beyond a limited meeting of statutory requirements and achieve its preventive value on behalf of children.

Wolin, Martin, "Licensing and Recent Development in Foster Care," *Child Welfare*, Vol. 47 (10), (1968) pp. 570–582; 614.

Attention is drawn to the dire need for greater clarification and speciality in the setting of goals to be achieved by the increased emphasis on licensing as a means to improve services to needy children and their families. The article stresses the importance of there being a close correlation between licensing goals and the means advocated for achieving these objectives. Recounting the historical development of the licensing movement where the chief objective was primarily the physical survival of the child, the author contends that licensing is more complex now because of greater emphasis being put on the psycho-social factors and development of a child's potential.

Education of Foster Parents

Appleberg, Esther, *A Foster Parenthood Workshop Report: The Second Year*. New York: Yeshiva University, 1969.

Under the sponsorship of Yeshiva University, a Foster Parenthood Institute was set up to provide an educational program to serve the unique training needs of foster parents.

This report describes each session, the topics under discussion, the films used, the reading material supplied and recommended, as well as, the written assignments made.

Broome, Thomas H., "A Foster Parent Workshop," *Public Welfare*, (Spring 1971) pp. 194–201.

Planning and implementation, the selection of committees and items to be discussed, notifying foster parents of the workshop, deciding on number of sessions, finding facilities, and working out registration procedures were all part of the activities that made this workshop a significant experience for agency staff and foster parents.

Child Welfare League of America, *Basic Curriculum for Foster Parenting*. New York: Child Welfare League of America, 1975.

This Curriculum has been developed under a contract from Children's Bureau, Office of Child Development to be used in the training of foster parent applicants and beginning foster parents. The Curriculum includes work materials, films, and slide series on topics such as: What is Foster Parenting; The Foster Child in Our Home; Our Foster Child's Natural Parents; The Role of the Agency, Neighbors, School and Community; and Placement.

Dall, A.D., "Group Learning for Foster Parents in a Public Agency," *Children*, Vol. 14 (5), (1967) pp. 185–187.

The benefits to be obtained by a public agency holding group discussions between workers and foster parents as a supplement to case work services is discussed. Foster parents gain perspective about the development of their foster children by learning of other's experiences, and the agency gains a deeper understanding of the concerns and viewpoints of foster parents.

Dorgan, Marsha P., "Initiating a Program of Foster Parent Education," *Child Welfare*, Vol. 53 (9), (November 1974) pp. 533–593.

"Special skills are required for foster parenting to adequately meet the needs of today's foster children." This paper describes how one agency planned and implemented the first components of a comprehensive, long-range program of foster parent education in Franklin County, Grove City, Ohio.

Goldstein, H., "Group Learning for Foster Parents: In a Voluntary Agency," *Children*, Vol. 14 (5), (1967) pp. 180–184.

A program initiated by a voluntary agency to enhance the

competence and status of foster parents is described. The program activities included: indepth educational curriculum, welcome teas; a quarterly newsletter, and a manual for foster parents. Participation in these activities resulted in a strengthening of the foster parent's identification with goals of the agency, increased understanding of the complex problems necessitating placement, and equipped them to cope more successfully with deeply troubled children.

Mills, Robert B., Sandle, Rose B., and Sher, Monroe A., "Introducing Foster Mother Training Groups in a Voluntary Child Welfare Agency," *Child Welfare*, Vol. 46 (10), (1967) pp. 575–580.

An experiment was conducted by a private children's agency to bring together a discussion group of foster mothers as a supplement to existing caseworker home visits. It was found that there was significant feedback on policies of the agency, increased communication between foster mothers and agency, heightened morale and loyalty to the agency, and a presumed increase in mothering skills.

Reistroffer, Mary, "A University Extension Course for Foster Parents," *Children*, (January-February 1968) pp. 28–31.

A description is given of a course offered by the University of Wisconsin for foster parents. The course was intended to be educational and developmental, but not therapeutic. Precourse and aftercourse meetings were considered imperative.

Foster Parent Associations

Hunzeker, Jeanne M., *A New Partnership: Foster Parent Associations and Liaison Social Workers.* Child Welfare League of America: New York, (1973) pp. 38.

Social workers who had helped in the formation of foster parents' associations were surveyed in this report on a new and expanding social work function. The worker's role, viewpoints of foster parents and agencies, and problems encountered are described. How workers and parents can carry out their new roles is explained in a section "Ingredients of Foster Parent Association Formation."

Hunzeker, Jeanne M., "Organization and Implementation of Foster Parent Associations," *Child Welfare*, (October 1971) pp. 468–476.

The history of the formation and operation of two foster parent associations in Illinois is sketched out. In addition

to guidelines, a questionnaire and a model constitution are included.

Rosendorf, Sidney, "Joining Together to Help Foster Children: Foster Parents Form a National Association," *Children Today*, (Jul-Aug., 1972) pp. 1–5.
A report of the events, speeches, and resolutions of the Second National Foster Parent Conference held in Denver, Colorado, May 5–7, 1972. The prime issues of debate at this Conference are discussed, along with observations of its overall makeup and the great potential this new Association hold for improved services and care of foster children nationwide.

Stone, Helen D. and Hunzeker, Jeanne M., *Foster Parent Associations: Designs for Development*. New York: Child Welfare League of America, 1974.
A description is given of the organizational patterns of foster parent organizations in the United States and Canada. It should assist foster parents and social workers in forming associations, or striving to attain their organizational goals, and contribute to the development of stronger and more productive associations.

For additional information, write:

National Foster Parent Association
20 South Central, Suite 114
St. Louis, Missouri 63105

Citizen Advocates for Foster Children

U.S. Department of Health, Education, and Welfare, Office of Child Development, Children's Bureau, *Action for Foster Children Community Self Evaluation Chart Based on the Bill of Rights for Foster Children*. Washington, D.C.: Children's Bureau, 1973.
This chart was developed by the Children's Bureau to enable Action Committee's to determine whether the "Bill of Rights for Foster Children" is being carried out and to plan what the committees can do to improve services. The chart is intended as a tool to help Action Committees and other interested citizens evaluate foster family service in their community.

U.S. Department of Health, Education, and Welfare, Office of Child Development, Children's Bureau, *Guidelines: Action for Foster Children Committees*. Washington, D.C.: Children's Bureau, 1973.

This is a "how to" booklet that can be used by individuals or organizations interested in organizing an Action for Foster Children Committee, offering suggestions on how to run meetings and where to find assistance.

Current General Research on Foster Family Services

Carey, Wm., Lipton, Willa L., and Myers, Ruth, "Temperament in Adopted and Foster Babies," *Child Welfare*, Vol. 53 (6), (June 1974) pp. 352–359.

Two important questions are investigated, first, does a representative population of adopted or foster babies show at 6 months any difference in temperament pattern from a control group of non-foster babies? and secondly, is there any evidence that more anxious mothers deliver babies who at birth or later on exhibit characteristics different from those of less anxious mothers? After a study of 66 mothers and infants who had been placed in foster or adoptive homes, the findings indicated that greater or less pregnancy anxiety of their biological mothers does not have an enduring effect on the infants temperaments. It was further revealed that lasting effects of maternal anxiety on the infant appears attributable to continued distress of a mother caring for the infant after delivery.

Children's Bureau, Office of Child Development, Department of Health, Education, and Welfare, *Syntheses of State Studies Related to Foster Family Services and Foster Care*. Publication Pending.

The syntheses of state studies describes the quality of foster family services within the states of Arizona, California, Iowa, Massachusetts and Vermont as well as institutional and group care. Copies of the individual state studies may be secured by writing to the addresses below:

Foster Care Evaluation Program
July 1975
Social Services Bureau
Arizona Department of Economic Security
1717 West Jefferson
P.O. Box 6123
Phoenix, Arizon 85005

Children Waiting
September 1972

Health and Welfare Agency
Department of Social Welfare
744 P Street
Sacramento, California 95814

Foster Care Survey
December 1973
Iowa Department of Social Services
Bureau of Family & Adult Services
Report #10005
Lucas State Office Building
Des Moines, Iowa 50319

Foster Home Care in Massachusetts
1973
Massachusetts Governor's Commission on
Adoption and Foster Care
109 Cambridge Street
Boston, Massachusetts 02202

Vermont Committed Children Study Vol I, II, III
August 1973
Agency of Health Services
128 State Street
Montpelier, Vermont 05002

Fanshel, D. "The Exit of Children from Foster Care: An Interim Research Report," *Child Welfare*, Vol. 50 (2), (1970) pp. 65–81.

The capacity for predictive control of the length of time children spend in foster care was studied in an interim report made on a five-year longitudinal study of 624 children who entered foster care in New York City during 1966. The results revealed that during the first year three out of 10 children left care, but a rapid decline in the number of children occurred after this time. It was found that the children most vulnerable to prolonged care were children whose mother or other child-caring person became mentally ill; Black Catholic children who came into care by court action; Puerto Rican children who had been abandoned or whose mother or other child-caring parent became mentally ill; and Black children who came into care because of physical illness of mother or because of severe neglect or abuse.

Fanshel, David, "Status Changes of Children in Foster Care: Final Results of the Columbia University Longitudinal Study," *Child Welfare*, Vol. 55 (3), (1976) pp. 143–171.

The departure of children from foster care, the number of moves in care, and other status changes, including adoption and hospitalization, are analyzed in a longitudinal investigation. Factors significantly predictive of discharge include frequency of parental visiting, investment of casework service, and caseworker assessment of overall parental performance of the mothers.

Ginandes, Janet, and Roth, Helen Adelman, "Replication of the Mother-Child Home Program By a Foster Agency," *Child Welfare*, Vol. 52, (1973) pp. 73–81.

Eight foster children age 24 to 34 months were involved in this study to examine the cognitive effect of stimulating verbal interaction between low-income preschoolers and their foster mothers. The children demonstrated a gain in IQ, the foster mothers' parenting and the caseworker's professional effectiveness were enhanced. Innovative intervention, evaluation, and follow-up are the answer to the demand for preventive programming and good service.

Grow, Lucille J., *Requests for Child Welfare Services: A Five-day Census.* New York: Child Welfare League of America Research Center, 1969, 58 pp.

In a nationwide survey of 237 local voluntary and public child welfare and family service agencies, the following informational statistics were disclosed: one-half of the calls involved foster care or services to children in their own home; the median age of the children was 8.5 years with 33 percent being 12 years of age or older; in 34 percent of the cases the reason given for requesting services was emotional or behavioral problems of the child; and the courts were most effective in initiating services for the child while relatives, friends or neighbors were least effective.

Kavaler, Florence, and Swire, Margaret R., "Health Services for Foster Children: An Evaluation of Agency Program," *Child Welfare*, (March 1974) pp. 147–156.

The major findings derived from Part I of a New York City Health Department's evaluative study of health services for foster children are presented. Fourteen New York City child caring agencies were surveyed in an attempt to document current health delivery systems, as well as to provide a basis for evaluation. The findings strikingly highlight the lack of uniformity among the agencies in terms of structure, staffing, and organization of their health programs; marked variation in relative emphasis placed upon medical, dental and mental health components of their overall programs; significant differences in the degree to which they empha-

sized centralization versus decentralization of medical services; and pre-capita variation in total cost for health services, as well as, in the cost of the component services (i.e. medical, dental and mental health). These findings should generate viable recommendations for modifying or strengthening existing programs in order to meet optimally the health needs of the foster child.

Peterson, James C., and Pierce, A. Dean, "Socio-economic Characteristics of Foster Parents," *Child Welfare*, Vol. 53 (5), (May 1974) pp. 295–304.

Data was collected on the socio-economic characteristics of foster parents in a small semi-rural county in Iowa. An analysis of this data revealed that in general, the socio-economic characteristics of the foster parents did not differ markedly from those of the larger population in the same county. The findings would seem to call into question the widely held belief that foster parents are almost exclusively confined to lower socio-economic classes. The conclusions arrived at could have implications in the methods being used in the recruitment of foster parents, and lead to more successful placement given that social class and age seem to be associated with the degree of success in placement. Although the validity of the study's findings can be seriously questioned given the limited geographic area and group sampled in the survey.

Shapiro, D., "Agency Investment in Foster Care: A Follow-up," *Social Work*, Vol. 18 (6), (1973) pp. 3–9.

Findings from a longitudinal study (1966–71) of 624 children placed in foster care through 70 agencies in New York City are presented. The findings indicate that the impact of service assets (i.e. work stability, frequency of contact, low caseloads, experience, and training) on the discharge of children from care diminished over time.

Shyne, Ann W., and others, "Filling a Gap in Child Welfare Research," *Child Welfare*, (November 1972) pp. 562–573.

Gaps in child welfare are identified as: lack of knowledge about factors governing placement versus own home decisions; need to study various kinds of services and their outcome; and a scarcity of strategies for countering the drift in foster care.

Snyderman, Harriet, "Application of Research Findings in Relations to Foster Care," *Child Welfare*, Vol. 42 (7), (1967) pp. 386–391.

Three research projects were undertaken by a family and children's service agency which focused on their effects on administration, board, and community. The first study examined characteristics of 101 foster families with respect to social roles, motivations, performance, orientation, commitment and stress. The second study supplied material on family dynamics, and the last, presented a classification system for identifying a person's level of ego development and achievement. The need for new areas of research was emphasized.

Taylor, Delores and Staff, Phillip, "Foster Parenting: An Integrative Review of the Literature," *Child Welfare*, Vol. 46, (1967) pp. 371–383.

The authors conducted a review of the literature of foster parenting and conclude that there is a serious lack of knowledge about this important social role. They identified a need for research to establish much that must be known in order to provide adequate foster homes. The areas reviewed were: (1) recruitment problems, (2) foster parent selection, (3) motivation for foster parenthood, (4) characteristics of foster parents who were recruited, (5) definition of the caseworker—foster parent relationship, and others.

Wiltse, Kermit T. and Gambrill, Eileen, "Foster Care 1973: A Reappraisal," *Public Welfare*, (Winter 1974) pp. 7–15.

The data collected in this California study of one public foster care program dispute the long-held image of foster care as essentially a temporary service oriented to short-term treatment of a family or child. It was revealed that a majority of the children who enter the foster care system, excluding the obviously short-term emergency-type placement, will very likely grow to maturity in foster care. The findings of this study suggest that efforts should be directed toward developing more creative and effective maintenance activities. In this context, the authors suggest greater experimentation with guardianship, independent adoptions, and foster parent agreements, as well as the use of additional intervention modes such as family counseling, the use of children's groups, and training of foster parents in child management skills. Emphasis is also placed on examining the decision-making processes at the gates—the restoration-relinquishment gate, the court termination and abandonment gate, and the initial intake gate.

Effects of Separation of Children From Parents

Adler, J. "Separation—A Crucial Issue in Foster Care," *Journal of Jewish Communal Service*, Vol. 46 (4), (1970) pp. 305–313.

The highly complex issues that affect the child, natural parents, and foster parents when it becomes necessary to separate a child from his natural home are examined. A plea is made for more joint-concern, planning, and activities with and on behalf of the child in order to convey to him that both natural and foster families are interested in his welfare. The increasingly selective use of foster homes and greater emphasis on work with foster parents is seen as a positive trend that needs to be extended.

Littner, Ner, "The Challenge to Make Fuller Use of Our Knowledge About Children," *Child Welfare*, Vol. 53 (5), (May 1974) pp. 287–294.

There is an impressive accumulation of knowledge about the traumatic effects of placement on children, and about ways to reduce the need for such service. This paper considers the issues of child advocacy, of children's rights and of prevention against the background of current knowledge about the traumatic effects of separation and placement on children. The degree and extent of psychological scarring depends on many factors such as: age of the child; the child's ability to cope with stress (which in turn is related to his heredity and the types of caretaking experiences that he has had prior to the separation); the method by which separation and placement are carried out; and the child's later experience with separation (that is, whether they are corrective experiences or further separation experiences that increase the traumatic effect).

Littner, Ner, *Some Traumatic Effects of Separation and Placement*. New York: Child Welfare League of America, 1956, 36 pp.

"This paper is an attempt to see, through the eyes of a child, what it means to him to be separated from his own parents and placed with new parents." This paper was originally given at the NCSW Conference as part of a casework paper, pp. 121–140.

Krugman, Dorothy C., "Working With Separation," *Child Welfare*, Vol. 50 (9), (November 1971) pp. 528–537.

Krugman stresses the impact of separation on the emo-

tional and intellectual development of children. Where separation is necessary, casework should focus on minimizing the potential problems and utilizing a number of techniques appropriate for the age and circumstance of the child. The author uses several case histories to illustrate her points. In addition, she discusses a number of barriers which are often used by caseworkers to prevent effective separation.

Mecham, Garth D., "New Insight into Separation and Loss, and Its Implications for Child Welfare Practice," *Utah Public Welfare Review*, (Winter & Spring 1970) pp. 1–4.

Highlights are given from a paper presented by Dr. John Bowlby on the impact of bereavement on the lives of adults. He identifies four distinct phases that take place. This same pattern of behavior also occurs when a child experiences a separation loss from parents or other key people in his life.

Moss, S.Z., "How Children Feel About Being Placed," *Children*, Vol. 13 (4), (1966) pp. 153–157.

Children who have little opportunity to express their feelings about separation and have little sense of their own participation in the decision for placement tend to be anomie, with a confused sense of identity and little capacity for relationships. The child will avoid expressing feelings about his parents and seeing them as they are because of the pain in facing their loss, and identification with their parent's inadequacy. The author stresses the importance of helping institutionalized children deal with feelings about separation as early as possible and suggests including parents in the process.

Sauber, Mignon, "Preplacement Situation of Families: Data for Planning Services," *Child Welfare*, Vol. 46, (1967) pp. 443–449.

The need for knowledge about the preplacement experiences of families whose children come into foster care is stressed The study was made in New York City gathering information on family characteristics, income and health, and utilized this data to pinpoint major problem areas that might affect the child's adjustment to the foster home.

Wallinga, J.V., "Foster Placement and Separation Trauma," *Public Welfare*, Vol. 24 (4), (1966) pp. 296–301.

There are many psychological traumas that a child undergoes after separation from his natural parents. The child's reactions might range from feelings of abandonment, help-

lessness, anger, and self-guilt to a distrust of all adults and distortion of his overall character formation. The article ends with some suggestions as to how the effects of separation might be minimized.

Research on Results of Foster Family Care

Furguson, Thomas, *Children in Care—and After*. Oxford, England: Oxford University Press, 1960.

A study was conducted on the performance of young people in the care of the Glasgow Children's Department, Glasgow, England, and to follow up their progress during the first three years after leaving care. The findings revealed that scholastic performance, intelligence, employment record and conviction record were all poorer than was found in the author's previous study of working class Glasgow boys not in care. All these children were born in war-time, brought up at a time when social services were strained; and although a few did well, their overall performance fell seriously short of that of the ordinary run of young people. However, in many cases relationships with foster parents were good and contact was maintained.

McCord, Joan, et al., "The Effects of Foster Home Placement in the Prevention of Adult Anti-social Behavior," *Social Service Review*, Vol. 34 (4), (1960) pp. 412–420.

An attempt was made to estimate the impact of foster home placement on the deviant behavior in adulthood of the subjects thus placed. Nineteen young men who had been placed with foster parents in early adolescence were studied. The authors found that a significantly higher proportion of those fostered (15 out of 19) had criminal records in adulthood than of the control group who were not fostered. A second finding was that of boys whose father lived at home, 7 out of 8 of fostered boys had criminal records in adult life compared with 2 out of 8 in the unfostered group. It was concluded that foster home placement was ineffective in preventing adult deviance, and that fostering in adolescence might actually promote criminal conduct by being interpreted by the boys as final rejection by their families.

Meier, E.G., "Adults Who Were Foster Children," *Children*, Vol. 13 (1), (1966) pp. 16–22.

A report is made on the findings of a study conducted to discern the effects of the foster care experience on the adult life of the foster child. Each individual was rated for "social effectiveness and sense of well-being" in areas of

home surroundings and housekeeping standards; employment and economic circumstances; health; support and care of children; and behavior outside the family group. The findings seemed to disprove a number of long held hypotheses concerning the long-range effects of foster care on the individual.

Meier, Elizabeth G., "Implications of Parental Mental Illness for the Foster Care Caseworker," *Child Welfare*, Vol. 12, (1965) pp. 316–320.

According to the findings of this research report, the vast majority of former foster children are self-supporting, live in attractive homes, and take adequate care of their children. There is however, a higher proportional incidence of marital breakdown, and illegitimate births than among the general population.

Murphy, H.B.M., "Foster Home Variables and Adult Outcomes," *Mental Hygiene*, (October 1964) pp. 586–599.

Consideration is given to features in the placement and handling of children reported on in a previous paper, "Natural Family Pointers to Foster Care Outcome," which modified the prognosis of their adult outcome. A more systematic matching of foster home to foster child is advised.

Murphy, H.B.M., "Natural Family Pointers to Foster Care Outcome," *Mental Hygiene*, (July 1964) pp. 380–395.

Records were examined, at a Montreal agency, of the after history of 316 long-term foster children. By associating natural family structure, parental pathology, financial contributions made by the natural family, visiting patterns, age at placement and other indicators, with the child's subsequent development, it was hoped a rule of thumb might be established that would identify vulnerable children and lead to a more selective placement for them.

Materials Helpful for Foster Family Social Workers

I. General Theories and Techniques

Child Welfare League of America, *Standards for Foster Family Service*. New York: Child Welfare League of America, 1975.

These standards are designed for use as optimal goals to be met by both public and voluntary agencies for continuous improvement of services to children. They repre-

sent practices considered most desirable in providing the social services the community offers through various agencies, out of its concern for children, to help them and their parents with problems affecting the rearing of children. The Standards are subject to continuous review and revisions.

Holman, Robert, *Trading in Children: A Study of Private Fostering*. Boston, Mass.: Routledge & Kegan Paul, 1973.

This study provides the first description and analysis of private fostering. The study was conducted in England and included foster care arrangements between natural parents and foster parents outside the authority and supervision of the local social service agency. An attempt was made to test the hypothesis that private foster care would reveal conditions and difficulties at least similar to those experienced by agency approved foster homes without there being a similiar level of service and help forthcoming from the child welfare agency. Significant sections include discussions on natural parents and their reasons for using private foster homes; relationships between natural parents and private foster homes; and the role of the child welfare agency.

Jenkins, Shirley and Norman, Elaine, *Beyond Placement: Mothers View Foster Care*. New York: Columbia University Press, 1975.

The authors follow up on a previous study of parents after the placement of their children in foster care, with this study on the reasons for placement and the results. They recommend the development of a "no fault" foster care system available to all as needed and strong evidence is provided in support of this proposal. The study is also noteworthy for incorporating clients' evaluation of services and for reporting changes in maternal feelings about placement at the time of entry as compared with the time of discharge. The delineation of the practice implications of their findings makes this work especially valuable for foster care agencies and personnel and other practitioners.

Loewe, Bessie and Hanrahan, Thomas, "Five-Day Foster Care," *Child Welfare*, Vol. 54 (1), (January 1975) pp. 7–18.

Changes in social attitudes and life styles are presenting new demands for child care services, this challenge is being met by an innovative program of 5-day foster care. Under this program, parents who are unable to carry total child-rearing responsibility are assisted through placement of their

children in professional supervised foster homes. For 24 hours a day, 5 days a week, children live with and receive care from foster parents. On weekends, holidays, and vacations they live with their own parents. The service seeks to reduce the trauma of separation for parents and children, and to maintain children's identities and relationship with their relatives. The results of this program indicate that a flexible use of child welfare resources in new combinations—parental counseling combined with 7-day foster care, 5-day foster care and/or day care—can benefit many parents in crisis.

Maluccio, Anthony N., "Foster Family Care Revisited: Problems and Prospects," *Public Welfare*, (Spring 1973) pp. 12–17.

The potentialities and limitations of foster family care today are subjected to close scrutiny in this exposition of the changes in philosophy and method that are adding new dimensions to the foster care picture. Being tried are such innovations as multi-method approach, services to natural parents, differential utilization of foster homes and professionalization of foster parents.

Meyer, Carol H., "The Impact of Urbanization on Child Welfare," *Child Welfare* (October 1967) pp. 433–443.

Child welfare programs based on long-ago rural cultures are likened to a person who goes through life looking in a rear-view mirror. Some rural myths about foster care and alternative approaches that are called for given the new urban dominated society, are discussed.

Murphy, H.B.M., "Predicting Duration of Foster Care," *Child Welfare*, (February 1968) pp. 76–84; 101.

A study of the records of 400 children disclosed that many variables influenced the duration of foster care. Among indicative clues were mother's age at time of child's placement; number of children borne; and relationship between mother and father prior to placement.

Phillips, Michael M., and others, *A Model for In-take Decisions in Child Welfare*. New York: Child Welfare League of America, 1972. 100 pp.

Featured in this report is an In-take Interview Guide that has been tested in a number of settings. The researchers' goals were to identify and develop a method of collecting the information necessary for sound decisions, and to determine the circumstances which make one decision preferred over another.

Small, Willie V., *A Black Practice in Foster Care Services.* New York: Children's Service, 1973.

The experience of Children's Services in Philadelphia is presented which relates over 86 years of serving black children and their families. The Service offers an individualized family oriented service to black adolescent males and large families of brothers and sisters.

Stone, Helen D., ed., *Foster Care in Question: A National Reassessment by Twenty-One Experts.* New York: Child Welfare League of America, Inc., 1974.

The papers assembled in this book are the outcome of two separate but related efforts of the League's Foster Care Project: A Practice Commission on Foster Care appointed to examine the theory base—the "whys" of foster care practice; and a conference held in 1967 at which experts selected from many disciplines were invited to give their opinions on foster care as viewed in the light of their own specialized knowledge.

Stone, Helen D., *Reflections on Foster Care: A Report of a National Survey of Attitudes and Practices.* New York: Child Welfare League of America, 1969, 40 pp.

A 78-question survey form was sent to 595 agencies and institutions by CWLA to ascertain the way the winds were blowing in foster care, from those nearest to the practice scene. According to documented findings, some of the prevailing trends were: children were exhibiting more behavioral problems than five years ago; natural parents of children in care were receiving a poor quality of service; most effective technique for recruiting foster parents were referrals by other foster parents; and orientation and training sessions were unavailable to most foster parents.

Stone, Helen, and Hunzeker, Jeanne M., *Education for Foster Family Care: Models and Methods for Foster Parents and Social Workers.* New York: Child Welfare League of America, Inc., 1974.

Despite the development since 1967 of three models of training programs for foster parents and social workers, no one model fits the needs and specifications of all agencies in their efforts to develop such programs. Using a grant from Children's Bureau, Office of Child Development, the CWLA Foster Parent Project has developed this book which contains basic materials on pre-service and in-service educational programming for foster parents and foster family social workers, together with a number of models of how these basics can be and are being implemented locally.

Wasserman, Harry, "Early Careers of Professional Social Workers in a Public Child Welfare Agency," *Social Work*, (July 1970) pp. 93–101.

The awesome responsibility of a professional child welfare worker in a public agency to the child separated from his natural parents, can often be a life or death matter in terms of the child's emotional and intellectual development. To satisfy and mediate the conflicting demands of the child, his foster parents and his biological parents, the worker must be a "wise judge, loving parent, firm advocate, and patient friend". In observing the experiences of twelve newly graduated child welfare workers, the disastrous effect of structural constraints on decision-making was all too evident.

Wiltse, Kermit T. and Gambrill, Eileen, "Foster Care," Reprinted from *Public Welfare*, Vol. 32 (1–4), (Winter–Fall 1974) by the DHEW, Office of Human Development, Office of Child Development.

Contained within this reprint is a series of articles based on research data collected under the auspices of an Office of Child Development grant, "Decision Making Processes in Foster Care." The study was conducted on foster care patterns in the city and county of San Francisco during 1972–73. The articles are as follows:

"Foster Care, 1973: A Reappraisal"

The data collected in this California study of one public foster care program dispute the long-held image of foster care as essentially a temporary service oriented to short-term treatment of a family or child. It was revealed that a majority of the children who enter the foster care system, excluding the obviously short-term emergency-type placement, will very likely grow to maturity in foster care. The findings suggest that efforts should be directed toward developing more creative and effective maintenance activities.

"Foster Care: Plans and Actualities"

Attention in this article is turned to one of the crucial exits from foster care, namely restoration of children to their natural parents. A notable lack of systematic case planning was revealed, along with the situation being compounded by unclear or ambiguous agency objectives and an absence of guidelines for worker behavior. It is recommended that the only way worker behavior can be consistently directed toward agency objectives is that

those objectives be carefully specified and workers be trained in a decision-making procedure.

"Foster Care: Prescriptions for Change"

An effort is made in this article to provide guidelines to counter the deficiencies in the foster-care system and increase the effectiveness of workers in providing services to both child and natural parents. Various workers' tools are discussed, i.e., use of contracts, assessment with development of a problem profile, intervention and maintenance, case scanning procedures, and others. The authors conclude that only if concerned parties care enough to clearly specify appropriate worker behaviors, to offer necessary training programs, and arrange for the monitoring and reward of appropriate worker behavior, will we see a change in the delivery of foster care services.

"Foster Care: The Use of Contracts"

The use of contracts is discussed as a tool in foster family service for encouraging parental participation in planning for their children and early decision-making. Samples of various contracts are offered along with discussion of their various components. It is suggested that contracts provide a focus for casework services by explicating long-range objectives; the treatment methods to be employed in resolving the identified problems; the alternative outcomes of parental participation, and the time limits within the above to be accomplished. By using this method it is hoped that the process of early decision-making for the child's future would be facilitated.

U.S. Congress, Senate Committee on Labor and Public Welfare, *Foster Care and Adoptions: Some Key Policy Issues*, by Paul Mott. 94th Congress, 1st Session, Committee Print, Washington, D.C.: Government Printing Office, 1975.

This report was an outgrowth of a subcommittee hearing on two aspects of adoption and foster care. Some of the major trends and problems in providing these two services to children are examined, with a summary of recommendations of legislative, judicial and social changes that need be made in order to address the various problem areas. The recommendations proposed some interesting program ideas and suggested legislative actions that could take place on the Federal level. Others would depend on administrative changes on the State or local level.

II. Administrative Aspects

American Public Welfare Association, *Standards for Foster Family Services Systems with Guidelines for Implementation Specifically Related to Public Agencies.* Washington, D.C.: American Public Welfare Association, March 1975.

These Standards were produced by APWA as the result of a grant from Children's Bureau, Office of Child Development, DHEW, to assist individual state agencies in improving services for foster children and their families. In the Basic Standards an attempt has been made to produce a set of criteria which would reflect a level of performance below which services are questionable. The Goal Standards are intended to represent an optimal level of performance which public agencies can work toward meeting within a specified period of time.

Barnes, Milford E., "The Concept of 'Parental Force'", *Child Welfare,* (February 1967) pp. 89–93; 99.

A conscientious guardian is needed by any child, and especially in the case of a child without a family. The establishment of such a guardianship or "Parental Force" permits flexibility in treatment plans and a long-term approach to the child's problems.

Bernstein, Blanche, Snider, Donald A., and Meezan, William. *Foster Care Needs and Alternatives to Placement, A Projection for 1975–1985.* New York: Center for New York City Affairs, New School for Social Research, November 1975.

The report documents the facts which indicate that to a significant extent the child care system in New York City has not been sufficiently responsive to the current needs of families and children requiring service. Specifically, the foster care system has not adjusted to the drastic and rapid changes in the age distribution of the population it serves or to the needs of the increasing numbers of adolescents and emotionally disturbed children in care. The report identifies specific problems and suggests a specific plan for action over the next decade.

Calley, James, Settles, Barbara H., and Van Name, Judith B., *Understanding and Measuring the Cost of Foster Care.* Newark, Delaware: University of Delaware, 1975.

This study, funded by a grant from Region II Office of Child Development, DHEW, undertook to develop and test a procedure for identifying the costs of foster family care,

including the major components of costs, and to prepare an assessment instrument by which foster care agencies and associates can estimate the true cost of foster family care in local areas. The basic approach recommended for determining the cost of rearing a foster child calls for the consideration of two major factors, direct cost (i.e., food, clothing, shelter, education, etc.) and indirect costs which involves the parental child care time required of the foster parents. Various methods are offered for how these factors can be computed in relations to prevailing local cost considerations.

Fanshel, David and Shinn, Eugene B., *Dollars and Sense in Foster Care of Children: A Look at Cost Factors.* New York: Child Welfare League of America, 1972. 47 pp.

The authors, who researched the costs of caring for 624 New York City children in foster homes and institutions, examined cost factors associated with foster care—1966–1970; established the variability in cumulative costs associated with such factors as returning home versus remaining in care, size of family group, type of care provided, reasons for placement and ethnicity; projected costs for children likely to remain in care; and identified potential savings achieved through returning child to own home or obtaining an adoptive home. They also developed a justification for using cost factors in case planning.

Fanshel, David and Grundy, John, *First Analysis from a Management Information Service in New York City.* New York: Child Welfare Information Services, Inc., 1975.

The analyses undertaken here focus upon information about children entering foster care or who were already in care. A set of standardized tables developed through use of Fortran programming language are provided. Some fifty tables have been automatically generated through this program. Accompanying narratives for the tables are presented. Several policy and program planning issues are raised that are stimulated by some of the findings.

Garrett, Beatrice L., "A Crisis in Foster Care," *Public Welfare, Vol. 25* (2), (1967) pp. 101–104.

The author attributes the increase of children needing foster homes and a proportionate decrease in foster family applicants to child welfare agencies being understaffed and underfinanced. Numerous suggestions are offered as to how child welfare agencies can improve their effectiveness in the

areas of recruitment and placement. The suggestions include: year-round recruitment programs, realistic interpretation of the foster family role, full reimbursement of cost of care, and many more.

Hegarty, Cornelius M., "The Family Resources Program: One Coin, Two Sides of Adoption and Foster Family Care," *Child Welfare*, (February 1973) pp. 91–99.

A New England multi-functional child welfare agency has combined its foster home and adoption programs into a "family resources" structure. Based on the philosophy that an underlying wish to parent a child is the core motivation in fostering or adoption, the agency strives to provide a continuum of service. A series of educational meetings are held for the prospective parents, they are assessed by a social worker and after acceptance receive continuing education and peer supervision.

Husbands, A., "The Developmental Task of the Black Foster Child," *Social Casework*, Vol. 51 (7), (1970) pp. 406–409.

It is of major importance that the racial and social realities of the Black child be reconciled with his biological existence so that healthy psychological growth be maintained. It is strongly recommended that the foster care worker continuously re-evaluate his role in helping the foster parent create the type of environment that will assist the child to integrate biological, racial, and social identity into his burgeoning personality structure.

Julander, Roydon O., "How Political Decisions Affecting Children Are Made: Some Guidelines for Social Workers," *Child Welfare*, Vol. 53 (9), (November 1974) pp. 544–551.

Public policy decisions regarding children are the product of conflict. Awareness of the postulates behind resolution of conflict is essential if child welfare workers are to be effective in influencing decisions. Too often child welfare workers shun conflict, having neither the stomach for it nor the tools to win. But love is not enough. Child welfare workers ought to learn to deal with it as effectively as possible with the limited power they have available.

Katz, Sanford N., *When Parents Fail: The Law's Response to Family Breakdown*. Boston: Beacon, 1971, 251 pp.

The process of State intervention into the parent-child relationship is analyzed by a professor of law. The question of determining if the child should be placed in custody is considered, and, if the child is found to be neglected,

what steps should be taken to remedy the situation. Numerous case studies reveal how, all too often, both courts and agencies fail to further the best interests of the child. The legal implication of the foster family setting are dealt with in Chapter 4.

Kavaler, F., and Swire, M.R., "Health Services for Foster Children: An Evaluation of Agency Programs," *Child Welfare*, Vol. 53 (3), (March 1974) pp. 147–157.

The major findings derived from Part I of the New York City Health Department's evaluation study of health services for foster children are presented. Fourteen child-caring agencies were surveyed in an attempt to document current health delivery systems, as well as, to provide a basis for evaluation. Data suggest problems that are complex and diverse in the areas of administration, accountability, program content, cost, and domain. The findings should also generate viable recommendations for modifying or strengthening existing programs to meet the needs of the foster child.

Lavanburg-Corner House, *The Utilization of Subsidized Housing in Family and Welfare Services*. New York: Lavanburg-Corner House, 1974.

A study was conducted to determine the foster care needs in New York City and to recommend means to meet them. Foster care needs are inextricably bound up with other social problems. The study recommends the establishment of "therapeutic communities" where multi-problem families could be re-located resulting not only in keeping many families intact, but possibly providing an additional resource for family care homes.

McCarty, David C., "The Foster Parent Dilemma, Who Can I Turn To When Somebody Needs Me?," *San Diego Law Review*, Vol. 2 (2), (February 1974) pp. 376–414.

An examination was made of the personal, administrative and legal questions and problems that arise when a foster parent initiates steps to adopt the child placed in their care. A review of foster parent ligations points out the lack of judical consistency in final court-ruling of these cases. The positions of each party in such cases are carefully examined from a psychological and sociological point of view. The article ends with some recommendations as to how states and child welfare agencies can best handle this eventuality.

Mnookin, Robert H., "Foster Care—In Whose Best Interest?," *Harvard Educational Review*, Vol. 43 (4), (November 1973) pp. 599–638.

A description is given of the process by which the state can coercively remove children from their parents. The author analyzes the best interests of the child test and the legal standard courts usually employ to decide whether a neglected child should be removed from parental custody. He suggests that these standards require predictions that cannot be made on a case by case basis and necessarily gives individual judges too much discretion to impose their own values in deciding what is best for the child. It is proposed that new standards should limit removal to cases where there is an immediate and substantial danger to the child's health and where there are no reasonable means of protecting the child at home. In addition, a standard is proposed to ensure that prompt steps are taken to provide children who must be removed with a stable environment.

Oliphant, Winford, *AFDC Foster Care: Problems and Recommendations.* New York: Child Welfare League of America, 1974.

The problems and effects of 1961 legislation permitting federal funds to be used for foster care of AFDC children are discussed and evaluated. From the experience of the eleven states included in this study, it was concluded that the original expectations for the program have met with limited success. The program has not proven to be a stimulant to the development of services of AFDC families and children. Recommendations are made related to the effects on administration and practice.

Peterson, Virginia, "Payment for Foster Parents: Cost-Benefit Approach," *Social Work,* (July 1974) pp. 426–431.

A child care agency in Oregon introduced a new procedure to find out what it was paying for and whether it was getting a fair return on its investment. Under this program foster parents are paid on a fee-for-service basis. The payment for service is based on agreement between the caseworker and the foster parent on identified objectives that are to be achieved through services provided by the foster parent. The large-scale systematic accumulation of empirical data resulting from this approach promises to serve research purposes as well by providing the opportunity for constructing research experiments designed to test and evaluate some of the assumptions on which foster care payments are based.

Pratt C., "Foster Parents as Agency Employees," *Children,* Vol. 13 (1), (1966) pp. 14–15.

A Children's Bureau demonstration and research project was aimed at developing a new resource for providing a stable family life for children likely to be long-term public charge. Six foster mothers were employed as full-time agency employees, each to give long-term care to small groups of four or five children of different ages. As a result of this experiment a sense of permanency developed that seemed to have freed these parents to invest their love in the children to a degree not possible when an arrangement was regarded as temporary.

Shapiro, Deborah, "Agency Investment in Foster Care: A Follow-up," *Social Work*, (November 1973) pp. 3–9.

The initially favorable impact of the assets that an agency puts into the service of children placed in foster care diminishes over time. This was indicated in this five-year study involving seventy agencies in the New York City area. Analysis of the findings points up implications for future planning of foster care services.

Sherman, Edmund A., and others, *Children Adrift in Foster Care: A Study of Alternative Approaches*. New York: Child Welfare League of America, 1973. 129 pp.

The Rhode Island Department of Social and Rehabilitation Service tested a number of intervention strategies to combat the trend toward making no definite plans for children in temporary care, but simply drifting along. This study provides data on the effectiveness of a monitoring system which requires that each case be reviewed and reported on at 3-month intervals, and a plan whereby workers were assigned to either facilitate the child's return to his own home, or to encourage parental acceptance of some alternate plan.

Shah, Chandrakant P., "Assessing Needs and Board Rates for Handicapped Children in Foster Family Care," *Child Welfare*, Vol. 50 (10), (Dec. 1971) pp. 588–592.

Criteria is proposed for classifying handicapped children and assessing the level of care that would be required of foster parents. The system is designed to give an objective basis for determining rates of special payment to foster families.

Simon, J.L., "The Effect of Foster Care Payment Levels on the Number of Foster Children Given Homes," *Social Service Review*, Vol. 49 (4), (1975) pp. 405–411.

One possible way to increase the number of available foster homes is to raise the level of payment to foster parents. A discussion is offered on two methods that were

employed to determine whether this could be proven in actual fact. One method entailed a simple cross-sectional comparison of the states, and the other, an examination of the changes over time in the various states. The results of both methods supported the thesis that a percentage change in the payment level results in a percentage change in the supply of homes somewhere between half as large and fully as large as the increase in the payment.

Specht, Carol, "Setting Foster Care Rates," *Public Welfare*, Vol. 33 (4), (Fall 1975) pp. 42–46.
A discussion is offered of the method used by the Hennepin County Welfare Department in Minnesota to determine payment rates. Special emphasis was placed on the payment of special rates for children who had extra needs due to physical or emotional handicaps. The flexible system which includes centralizing the rating responsibilities has received positive reaction from other foster parents and foster care administrators.

III. Roles of Social Workers, Natural Parents, Foster Parents and Others

Bigley, Ronald J., "What Direction for Children in Limbo —Foster Home or Family Life Home?," *Child Welfare*, (April 1968) pp. 212–215.
Mr. Bigley believes that the term, "foster parent," is a confusing one, distressing both to the child and the natural parent. He suggests a new term "family life counselor," and explains how this concept would raise the standards of foster family care, clarify roles and aid in recruiting foster homes.

Fanshel, David, *Foster Parenthood: A Role Analysis*. Minneapolis: University of Minnesota Press, 1968.
Little attention has previously been given to those persons who serve as foster parents, even though thousands of children throughout the country live in foster care homes supervised by public or private agencies. This book will add to our understanding of foster parents and as result aid in efforts to improve the administration of foster home care.

Galaway, Burt, "Clarifying the Role of Foster Parents," *Children Today*, (July–August 1972) pp. 7–8.
"Despite the fact that there are approximately 300,000 children living in foster family homes in the United States today surprising few efforts are designed to prepare foster

parents for their role." The Department of Continuing Education in Social Work of the University of Minnesota Division of Continuing Education and Extension developed a special pilot course for foster parents to analyze the role position of the foster parent in relation to his foster child, the function of foster parents and an understanding of the history and economies of foster care.

Galaway, Burt, "What's Ahead for Foster Parents?," *Minnesota Welfare*, (Summer 1972) pp. 18–19; 21.

The impact of federal matching funds (as outlined in HR1) on foster family care is appraised. The role of foster parents as salaried specialists is commented on, and the social worker's supervisory and consultative functions reviewed.

Gedanken, Marcia T., "Foster Parent and Social Worker Roles Based on Dynamics of Foster Parenting," *Child Welfare*, Vol. 45, (November 1966) pp. 512–517.

The special tasks of a social worker in collaborating with foster parents for the achievement of a successful foster family care for children are discussed. Some perplexing problems that require attention and study are: resistance of foster parents to looking at their own feelings and reactions; a deep lack of understanding of how children feel about foster family placement; a need of foster parent to succeed too quickly; and others.

Gottesfeld, H., *In Loco Parentis: A Study of Perceived Role Values in Foster Home Care*. New York: Jewish Child Care Association of New York, 1970. 40 pp.

An examination was made of the perceived role values at play in foster home care. A sample of 99 foster children, their natural parents, foster parents and social workers was selected. The findings revealed that there were a number of conflict areas that eroded the fabric of foster home care, such as: conflict between foster parent and natural parent and conflict between foster parents who want a minimum of outside interference and the agency. These conflicts resulted in a series of problems for the foster child, difficulties in adjustment to the foster home, and poorly coordinated efforts by the adults on whom the child depended. The study hopes that by bringing these conflicts and problems to the attention of foster care practitioners and administrators, that innovative approaches to solutions will follow.

Mannheimer, Joan, "A Demonstration of Foster Parents in the Co-worker Role," *Child Welfare*, (February 1969) pp. 104–197.

Agencies should offer foster parents educational and supportive services and acknowledge their status as coworkers. Capitalizing on the social system of relationship among foster parents, the Iowa Children's and Family Service invited foster parents to participate as speakers at community gatherings, and to help plan a foster parent meeting for a CWLA regional conference.

Reistroffer, Mary E., "Participation of Foster Parents in Decision Making: the Concept of Collegiality," *Child Welfare*, (January 1972) pp. 25–29.

The current decline in social worker-foster parent contact has often resulted in antagonism and distrust on the part of foster parents who feel they are being left out of the decision-making process. The "crash" placement where information about a child and his background is scant is another frustrating ordeal. Foster parents over-estimate the degree of authority exercised by the worker, and need to realize that a number of specialists are involved in planning for the child. The foster parent, claiming the right of decision making, must be ready to operate as a knowledgeable, disciplined, responsible, colleague of these professionals.

Solomon, M.A., "Foster Parent's Perceptions of Foster Child's Roles," *Child Welfare*, Vol. 48 (4), (1969) pp. 203–211.

Working from the premise that the "placement situation should be viewed in terms of its adequacy in providing an environment conducive to facilitating the child's physical and psychological growth," a study was conducted to explore the extent of psychological care being offered by foster parents to latency-age foster children. The findings revealed that the majority of foster homes do not provide appropriate psychological developmental opportunities for the child, and the author offers suggestions on how present and potential foster parents might be trained in how to better meet the normal developmental needs of their foster children in this age group.

IV. Recruiting Foster Family Homes

Gaffney, Jane, "Are Foster Homes a Rare Resource?," *Child Welfare*, Vol. 44 (8), (1965) pp. 394–396.

An account is given of a demonstration project in Monroe County, New York, to recruit and conserve foster homes. Among strategies instituted were staff training and involve-

ment, stepped-up communication with foster parents, and establishment of "special service" (group) foster homes.

Garber, Michael, and others."The Ghetto as a Source of Foster Homes," *Child Welfare*, (May 1970) pp. 246–251.
Low-income homes were found to be a better resource for placing minority group children than middle-class homes. Staff was selected who understood the culture, tradition and language of the neighborhood; the parish church was the core of intensive recruiting; and screening of applicants was conducted by a case worker, a group worker and a psychiatrist. Differing husband-wife relationships of low and middle-income families was a factor in the success of ghetto placement.

Glassberg, E., "Are Foster Homes Hard to Find?," *Child Welfare*, Vol. 44 (8), (1965) pp. 453–460; 465.
A Foster Homes Education Program was developed as a result of citizens concern for foster children. The goals of the program were: (1) focus public attention on crisis in child welfare, (2) develop an appropriate foster parent role, and (3) recruit additional foster families. Recruiting efforts included mass media appeals for foster homes, radio and television spot announcements, and a direct telephone recruitment campaign.

Gross, Paula Kuhn, and Bussard, Fran, "A Group Method for Finding and Developing Foster Homes," *Child Welfare*, (November 1970) pp. 521–524.
A California children's treatment center devised a new approach to the problem of finding foster homes for emotionally disturbed children, released from a residential center, but unable to return home. The four-part program started with press releases about the agency and its need for foster homes. Introductory group meetings were set up, followed by a series of six 2-hour group sessions. Couples who indicated interest in becoming foster parents were then interviewed individually by a caseworker.

Lacy, Stephen, "Navajo Foster Homes," *Child Welfare*, Vol. 54 (2), (February 1975) pp. 127–133.
Within the Bureau of Indian Affairs, the Branch of Social Services, Tuba City Agency, has had an active and complete foster care program for more than 5 years, with emphasis on placing Navajo children in Navajo foster homes whenever possible. The agency serves a population of 2,600 Navajo Indians living on the western side of the Navajo reservation. In the Navajo family, great importance is placed on the care of children; therefore, the recruitment

of Indian families to serve as foster parents has not been a major obstacle, and recruitment can be related closely to need. Important qualities for foster families include physical health, concern for children, a wholesome family atmosphere, ability to deal with problems, and willingness to accept placement as a temporary plan.

Lourdes, Casal, "The Ghetto as a Source of Foster Homes," *Child Welfare*, Vol. 49, (1970) pp. 246–251.
As a source of good foster homes, particularly for hard-to-place minority-group children, ghetto areas have been largely neglected. This is a report on the success that accompanied one agency's shift from recruiting foster homes in suburban areas to recruiting in a city community.

Michaela, M.A., "Community-centered Foster Family Care," *Children*, Vol. 13 (1), (1966) pp. 8–9.
A unique foster parent recruitment program is described that resulted in the placement of a number of Negro and Puerto Rican children in the homes of families living in public housing projects. This was made possible by an enabling agreement between the city welfare department and the housing authority. Through this program over 110 Negro and Puerto Rican children were successfully placed with 46 families.

Simsarian, Frances P., "Foster Care Possibilities in a Suburban Community," *Children*, (1964) pp. 97–102.
The suggestion is offered that social service agencies should develop active recruitment programs in the high income suburbs that surround many central cities. This suggestion resulted from a survey made in a community suburb of Metropolitan Washington, D.C.

Taylor, J.L., Singer, J.L., and others "Attitudes on Foster Family Care in Contrasting Neighborhoods," *Child Welfare*, Vol. 48 (5), (1969) pp. 252–258.
Attitudes toward foster family care and becoming foster parents were explored among respondents from a Jewish middle-class and a racially mixed lower middle and working-class area. Respondents in the Jewish area had a quite sophisticated understanding of foster care, but expressed little interest in becoming foster parents. While in racially mixed areas, Negro respondents expressed interest in foster parenting, but were blocked in their interest by a suspicious hostility toward established foster family agencies. The article suggests that recruitment efforts could be modified to meet specific resistances by presurveying information levels and attitudes in given communities.

Vick, John E., "Recruiting and Retaining Foster Home," *Public Welfare*, (1967) pp. 229–234.
The recruitment activities of New York's Protestant Welfare agencies is reported on, and ways in which an agency can assist foster parenting functions.

Wolins, Martin, *Selecting Foster Parents: The Image and the Reality*, New York: Columbia University Press, 1963. 223 pp.
Several research studies in the field of homefinding and foster care sponsored by the Child Welfare League of America are presented. The objective of Dr. Wolins' research was to develop a screening device to facilitate the selection of foster parents, to clarify the foster parent's role, and single out those attributes which social workers ascribe to a "good" foster parent. A tentative organizational guide for a foster home study is outlined.

V. Helping the Foster Child

Burns, B.S., "The Use of Play Techniques in the Treatment of Children," *Child Welfare*, Vol. 49 (1), (1970) pp. 37–41.
Play as an invaluable tool in the treatment of children with emotional disorders is discussed. The author suggests ways in which play techniques can be used: (1) for ventilation; (2) to reduce anxiety; (3) for working through conscious and unconscious conflicts; (4) for communication; (5) for the development of skills; and (6) toward the modification of life styles.

Canning, Rebecca, "School Experiences of Foster Children," *Child Welfare*, Vol. 53 (9), (November 1974) pp. 582–587.
An exploration of the educational experiences of foster children revealed serious problems of adjustment to the school environment. In addition to disclosing patterns of defensive reaction, it indicated ways in which insensitive handling by school personnel aggravated adjustment problems. This study led to development of guidelines enlisting the cooperation of the caseworker, school teacher, and parent in enhancing the learning experience.

Carter, W.W., "Group Counseling for Adolescent Foster Children," *Children*, Vol. 15 (1), (1968) pp. 22–27.
A special program was set up by a city department of social services to provide group counseling for adolescent foster children. In group sessions the children were en-

couraged to work together supportively on some of their common concerns and difficulties. These sessions proved a valuable treatment tool, and the experience provided the agency with new and valuable knowledge about the adjustment process adolescent children go through in foster care.

Colon, Fernando, "In Search of One's Past: An Identity Trip," *Family Process*, Vol. 12 (4), (December 1973) pp. 429–438.

This paper takes as its point of departure the author's story as a foster child. He describes his successful efforts to rekindle the ties to his natural family. The story raises questions about the policies of foster-care agencies and, by implication, questions adoptive agency policy. Finally, the paper may have something to say not only to family therapists and researchers but to all of us who wish to more fully "know" our parents and our extended families.

Eikenberry, Dennis D., "A Story of Mary," *Social Casework*, (April 1969) pp. 214–217.

To help Mary, an Indian child in foster care, understand and accept her new situation, she and her caseworker wrote a story about her parents, her life with them, and the care and love she is receiving now from her foster parents. Improved relationships between Mary, her caseworker and her foster parents resulted.

Hoffman, Mary Ellen, "Problem of Identity in Foster Children," *Child Welfare*, (January 1973) pp. 10–17.

Foster children whose life experience has meant being different, unwanted and manipulated, have little chance to develop a healthy ego identity and have no real and satisfying security about who they are, their goals, or values. Five of the developmental periods outlined by Erik Erikson are associated with problems common to foster children.

Johnson, Lloyd W., "My Destiny is in Your Hands." *Minnesota Welfare*, (Summer 1972) pp. 2–11.

This article describes a fictional, although all too true-to-life account of the experiences of a neglected child, as he moves from his own home to a foster home and finally, to adoption. As he expresses his feelings of bewilderment, sorrow and fear over the events in his life, it becomes apparent how misunderstanding and lack of communication contribute to a foster child's unhappiness.

Liddy, Leona V., "The Self-image of the Child Placed with Relatives," *Smith College Studies in Social Work*, (February 1970) pp. 165–176.

Utilizing procedures developed by Eugene A. Weinstein for eliciting data from foster children, the author probed into the life circumstances of children placed with relatives, to determine the appropriateness of treating the relative as the resource of first resort.

Ludlow, Bonnie, "Groups for Foster Children," *Social Work*, (September 1972) pp. 96–99.
To cope with a foster child's fears of failure, worry over life situations and need to adjust to rather rapid successions of new foster parents, a Children's Psychiatric Center in New Jersey conducted preadolescent discussion groups. Fundamental questions such as Who am I? and Where am I going? surfaced and were answered. The need for foster care agency and worker to provide additional and more personalized services became apparent.

MacIntyre, J.M., "Adolescence, Identity, and Foster Family Care," *Children*, Vol. 17 (6), (1970) pp. 213–217.
The adolescent in foster care experiences a double crisis, the developmental crisis of adolescence itself and the personal crisis of being uprooted and transplanted into an unfamiliar human environment. Five suggestions are made as to how foster care can promote rather than impair the foster child's sense of identity. The suggestions include: (1) avoidance of replacements whenever possible, (2) maintenance of parent-child relationships, (3) education of foster parents in principles of child development, (4) group meetings of adolescents in foster care, and (5) the furnishing of a dossier of materials about himself and his family to every foster child.

Neilson, Jacqueline, *Older Children Need Love Too*. Washington, D.C.: Office of Child Development, 1973, 27 pp.
A child's need for continuous and logical parenting cannot be met if he is shuttled about from foster home to foster home. In seeking adoptive parents for older children, a San Diego agency stresses the importance of having social workers who understand the child and the potentialities of adoptive families. A viable relationship between worker and child is built on the worker's ability to gain the child's trust, help him face reality and bear the emotional impact of separation. Helpful to worker and parents is a chapter on methods and techniques in treating older children.

Sanctuary, Gerald P., "Sex Education for the Child in Foster Care," *Child Welfare*, (March 1971) pp. 154–159.
Having been subjected in many cases to abuse and neglect

from natural parents, children in foster care have a poor image of what it means to be an adult. Their sex education should not only inform, but also help them to understand their own drives and emotions, and how to achieve satisfactory relations with others. Because they need secure adult images to look up to, their caseworker and foster parents should be carefully selected and trained.

Steele, Carolyn I., "Sex Role Identity of Adolescent Girls in Foster Homes and Institutions," *Child Welfare*, (June 1972) pp. 375–384.

Because sex role identity is the core of adult personality and is greatly influenced by the experiences in a girl's *oedipal* and adolescent years, care should be exercised in placing adolescents. A case history brings out the importance of a continuing contact between mother and daughter.

Weinstein, Eugene A., *A Self-Image of the Foster Child*. New York: Russell Sage, 1960, 80 pp.

"What impact does placement have upon the foster child?" "How well do foster children understand the placement situation?" These are some of the questions covered in this study which was undertaken by the Chicago Child Care Society.

VI. Helping Natural Parents

Appleberg, Esther, "The Significance of Personnel Guardianship for Children in Casework," *Child Welfare*, (January 1970) pp. 6–14.

Many parents of children in foster care worry about what will happen to their child in event of their death. Although the agency is always ready to step in and take care of the child, they should encourage parents to name a close friend or relative as guardian so that the child will have someone familiar to turn to.

Chestang, Leon W., and Heyman, Irmgard, "Reducing the Length of Foster Care," *Social Work*, (January 1973) pp. 88–92.

The techniques explained here are based on the philosophy that foster care is damaging to a child and every child is entitled to a permanent home. Focus is on working with natural parents to accomplish either the return of the child to them, or freeing the child so that he may be adopted.

Edinger, H.B., "Reuniting Children and Parents Through Casework and Group Work," *Children*, Vol. 17 (5), (1970) pp. 183–187.

A report is made of the results of an experimental program of intensive work with a group of parents of children in foster care to explore whether a combination of individual casework and group work might lead to improved parent-child relationship, and speed the return of children to their families. Both parent and staff expressed the view that the combination of casework services with a group experience enhanced the therapeutic value of the program. When the Parent Group project came to an end, positive changes could be reported for all participants and their children.

Fellner, Irving W., and Solomon, Charles, "Achieving Permanent Solutions for Children in Foster Home Care," *Child Welfare*, (March 1973) pp. 178–187.

Permanency or continuity of parenting is vital to a child's mental health. Several ways to relieve the child's anxiety are described, all based on having the parents understand the importance of resolving foster care as soon as possible, either by reunion or relinquishment. The authors recommend emphasis be placed on early return to parent, regular evaluation and planning meetings, group counseling for parents, post-placement counselin, and exploring other resources for placement such as the father or close relative.

Gambrill, Eileen D. and Wiltse, Kermit T., "Foster Care: Plans and Actualities," *Public Welfare*, (Spring 1972) pp. 52–58.

An interim study was done to investigate the procedures and policies followed by public foster care agencies in restoring children to their natural parents. Some of the variables considered were: what the child welfare worker actually does on cases in which their plan is for restoration; what kind of case management is practical; and how does it facilitate or hinder definitive decision-making regarding the crucial restoration-relinquishment axis; and in what ways do child welfare services interact with the system. The long-term goal is to design a decision-making guide for social workers in foster care.

Goldberg, Gale, "Breaking the Communication Barrier: The Initial Interview with an Abusing Parent," *Child Welfare*, Vol. 54 (4), (April 1975) pp. 274–281.

The extreme difficulty of establishing effective communication in an initial interview with a parent accused of child abuse can be mitigated if the social worker employs behavior techniques that facilitate exchange of feelings and information. Six behavior techniques are discussed which

include: 1) Positioning, 2) Reaching for feelings, 3) Waiting, 4) Getting with Feeling," 5) Asking for Information, and 6) Giving Information. The practical applications of these techniques are shown through case examples. The use of the six behavior techniques are not limited to initial interviews, or to interview with abusing parents, but are generic communication aids helpful in working with colleagues as well as with clients.

Hall, D.A. and Odencrantz, G.B., "Involvement of Parents After Court Termination of Custody of Children—as Related to Support Order," *Public Welfare*, Vol. 29 (2), (1970) pp. 175–180.

A project was conducted in Maine to: (1) evaluate the effectiveness of a support order placed on a parent at the time he committed his child to a foster home, (2) determine whether there is a relationship between a support order and parental visiting, and (3) determine the relationship between parental visiting and such factors as frequency of the worker's visits with legal family, length of service, sharing of case planning and others. Data obtained from case records indicated the importance of a support order in aiding the parent in maintaining contact with his child.

Jerkins, S.,"Separation Experiences of Parents Whose Children Are In Foster Care," *Child Welfare*, Vol. 48 (6), (1969) pp. 334–340.

A longitudinal study was conducted of fathers and mothers of children who were placed in foster care in New York City. Factor analysis identified six factors associated with mothers whose children had been placed: interpersonal hostility, separation anxiety with sadness, self-denigration, agency hostility, concerned gratitude, and self involvement. For fathers there were three factors identified: separation anxiety with numbness, personal shame with relief about care, and personal guilt with interpersonal hostility.

Littner, Ner, *"The Importance of the Natural Parents to the Child in Placement."* Washington, D.C.: Office of Child Development, 1973. 12 pp.

The presence of the natural parents in the placement picture frequently complicates and renders difficult the foster parents' attempts to help the child and to cooperate with the placement agency. The author examines the difficulties of the relationship between natural parents and foster parents, and attempts to point out the importance of the natural parent in the foster care process, and the many benefits that the foster child and natural parent derive from continuing

contact with each other. It is concluded that the degree to which, "the foster parent can be understanding of the natural parent, and particularly of the crucial significance of the natural parent to the placed child—to that degree will the foster parent make his own job more interesting, more rewarding and more fulfilling."

McAdams, Phyllis J., "The Parent in the Shadows," *Child Welfare*, (January 1972) pp. 51–55.

This natural parent recounts her struggle to overcome her own emotional problems and regain the custody of her children after their being place in foster care. She shares with the reader her feelings and attitudes as related to the foster care social worker, the foster parents, and her own children during the trying period of working to re-establish her family circle. Some of the actions and attitudes of the foster parents and the caseworker can act as a deterrent to the reuniting of the natural family. Mrs. Johnson offers suggestions as to how these individuals can assume a more positive force in preparing foster children for their return to the natural parents.

Meier, E.G., "Implications of Parental Mental Illness for the Foster Care Caseworker," *Child Welfare*, Vol. 44 (6), (1965) pp. 316–320.

Helpful suggestions are given as to casework techniques to be employed in working with families where the mother has to be institutionalized because of mental illness and the children are placed in foster care. The caseworker's approach should be tempered by the nature of the mental illness, trends in treatment, and the meanings of the illness to the given child within the context of his stage of development.

Meyer, Margrit, "Family Ties and the Institutional Child," *Children*, Vol. 16 (6), (Nov.-Dec. 1969) pp. 226–231.

"All children need family ties. They need them whether or not they are able to live in their own families." Using this as their guiding principle the Cunningham Children's Home, Urbana, Illinois, has actively sought to preserve the familial ties between the child placed in care of their agency and those of his natural family. This article provides guidelines and techniques that should be followed in initial placement and case work follow-up to allow for maximum participation of all members of the family in the placement decision and procedure. A section is also devoted to the use of foster families to provide even more of a fulfilling family experience than that afforded by the child care institution.

Schulman, Gerda L., and Leichter, Elsa, "The Prevention of Family Break-up," *Social Casework*, (March 1968) pp. 143–150.

When a family comes to the New York Jewish Family Service asking to be relieved of the care of their child, the Agency has found that family therapy can be effective in preventing family break-up. By focusing on the entire family, a pathological process may be reversed, and the placement of a child, who is often a sacrificial lamb, is prevented. Case illustrations are presented.

Simmons, Gladys, "Natural Parents as Partner in Child Care Placement," *Social Casework*, (April 1973) pp. 224–232.

Although supposedly committed to serving the total family, in most child care agencies, the emphasis is on the relationship of child and foster family, to the detriment of building strengths of the natural family. This article describes a project of "part-time parenting" in which the natural parent shared responsibility for the care of the child.

VII. Helping Foster Parents

Aldridge, M.J. and Cautley, P.W., "The Importance of Worker Availability in the Functioning of New Foster Homes," *Child Welfare*, Vol. 54 (6), (1975) pp. 444–453.

A study of 115 new foster home placements revealed that the effort put into a placement in a new home during the early months, particularly when requested by the foster parents, proved the most efficient use of the worker's time and energy and was more likely to produce more positive results than effort later when the worker perceives that things are not going well. The willingness of the worker to be available and answer as many questions as possible during the early months of a placement in a new home was found to be significantly related not only to the attitude of both foster mothers and foster fathers toward the worker, but also to their general satisfaction with their new role and their morale in general.

Babcock, Charlotte G., "Some Psychodynamic Factors in Foster Parenthood," *Child Welfare*, Part I (November 1965), pp. 485–493; Part II (December 1965) pp. 570–577.

Psychodynamic data was collected from a study of 25 foster parents in order to analyze the commonalities and differences in their background; family and marital relations;

child rearing techniques and practices; child care problems and anxieties; and their relations to foster care case worker and agency. The article concludes with a number of helpful suggestions to the worker as to how they can best provide needed services and support to foster parents.

Child Welfare League of America, *Basic Curriculum for Foster Parenting*. New York: Child Welfare League of America, 1975.

This Curriculum has been developed under a contract from Children's Bureau, Office of Child Development to be used in the training of foster parent applicants and beginning foster parents. The Curriculum includes work materials, films and slide series on topics such as: What is Foster Parenting; The Foster Child in Our Home; Our Foster Child's Natural Parents; The Role of the Agency, Neighbors, School and Community; and Placement.

Daniels, Robert and Brown, A. John, "Foster Parents and the Agency," *Children Today*, (May-June 1973) pp. 25–27.

The role of foster parents within the agency network has long been unclear and the relationship between foster parents and agency staff is often strained and uneasy. This article describes the formation of a foster parent group designed to encourage a better understanding between foster parents and agency staff as to some of the reasons for the stresses and strains between them; and how they can arrive at a clearer definition of their respective roles.

Davids, L., "Foster Fatherhood: The Untapped Resource," *Family Coordinator*, Vol. 20 (1), (1970) pp. 49–54.

After interviewing foster mothers, fathers, and boys in 40 foster homes, the author offers a few suggestions as to how fathers could be encouraged to take a more responsive role in the rearing of foster children. Among the suggestions offered are: caseworkers should be better trained in gaining fathers as allies in furthering children's psycho-social growth; the offering of evening group activities for foster fathers, and others.

Ellis, L., "Sharing Parents with Strangers: The Role of the Group Home Foster Family's Own Children," *Child Welfare*, Vol. 51 (3), (1973) pp. 165–170.

The children of foster parents often have special problems associated with the entrance of emotionally disturbed foster children into their household. Several recommendations are offered for consideration in establishing such group

homes, they are as follows: (1) making the decision to form a group foster home should be a family decision; (2) consideration should be given the age factor in selecting foster children for a particular group; (3) utilization should be made of the social worker assigned to each home in dealing with the problems of the parent's children as well as those of the foster children; and others.

Festinger, Trudy Bradley, "Placement Agreements with Boarding Homes: A Survey," *Child Welfare*, Vol. 53 (10), (December 1974) pp. 643–652.

A survey was conducted on boarding home agreements between State agencies and foster parents. The findings revealed significant variation in format, wording and content which reflect differences in agency attitudes and emphases. Though a number of creative ideas responsive to current knowledge about child care and to the conditions of foster care in present-day society were expressed, such creativity was spotty. Overall, the agreements stressed physical caretaking more often than emotional nurturance; few documents addressed the question of contact between natural parent and foster parents in other than negative ways; the wording of many documents prohibit or seem to discourage foster parents from considering adoption; and finally the tone of some agreements seem to place the foster parent in the role of either client or an employee of the agency. The goal of this study was to attempt to make the task of revision in these agreements easier for those interested in making changes, and encouraging agencies to review their boarding home agreements.

Gabrovic, Audrey, "Participation of Active Foster Parents in the Study of New Applicants," *Child Welfare*, (June 1969) pp. 357–361.

An experimental project was undertaken in which prospective foster parents talked with an active foster family before being interviewed by the agency worker. Agency time was saved since applicants often screened themselves in or out of the application process after learning about foster care "from the horse's mouth." Active foster parents became more closely linked to the agency's operation and were pleased to have an opportunity to share their experiences.

Nadal, Robert M., "Interviewing Style and Foster Parents' Verbal Accessibility," *Child Welfare*, Vol. 46, (April 1967) pp. 207–213.

The applicability of the concept of verbal accessibility is

considered in a research design to study the effect of the case worker's interviewing style or the collaborative relationship with foster parents. It is emphasized that the very success of placement depends upon the clarity and accuracy of the messages in this two-way communication system. Some possibilities are offered that may be derived from applying communications concepts to clinical problems.

Sacks, Gerda Graner, "The Group Method in Services to Foster Parents of Pre-adoptive Children," *Child Welfare*, (December 1966) pp. 568–571.

Comments are made on the specialized approach taken in group meetings with foster parents who give temporary care to a number of infants in succession, and to infants born out of wedlock.

Smith, Veon G., Jr., "The Use of Foster Parent Group Meetings in Washington County," *Utah Public Welfare Review*, (Spring and Summer 1968) pp. 41–44.

A frank appraisal is given of advantages and disadvantages in conducting group meetings for foster parents, along with information on format of meetings, attendance, and reactions of parents.

Materials Helpful for Foster Parents

Child Welfare League of America, *On Fostering: Fifteen Articles By and For Foster Parents*. New York: Child Welfare League of America, 1972. 97 pp.

A compilation of articles are presented which were published in *Child Welfare* (1969–1972). The articles were selected for the light they shed on the special knowledge, skills, and philosophy that foster parents need, to understand and help their foster child.

Felker, Evelyn H., *Foster Parenting Young Children: Guidelines from a Foster Parent*. New York: Child Welfare League of America, Inc., 1974.

While most materials on foster parenting has been written by professionals in the field and composed in very theoretical terms, this handbook is written by a foster parent. Mrs. Felker discusses with candor the complexities of the relationship one encounters as a foster parent and examines the rights, responsibilities and role of everyone involved.

Garrett, Beatrice L., "The Rights of Foster Parents," *Children Today*, Vol. 17 (3), (May-June 1970) p. 113.

"What are the rights of foster parents," the author presents a tentative list of what should be the rights of these individ-

uals in the foster care process. It incorporates many of the points made by Judith Gordon, child welfare supervisor for the San Francisco Department of Social Services, at a Foster Parents' Institute held there on October 18, 1969; and by George Goldmark, foster home developer in the same department. But the article also points out that along with these rights, all foster parents have a responsibility for preparing the foster child for what lies ahead.

Reistroffer, Mary, *What You Always Wanted to Discuss about Foster Care, But Didn't Have the Time or Chance to Bring up*. New York: Child Welfare League of America, 1971.

Brief recorded conversations with foster parents are condensed "in the language of talk, not writing, the questions and concerns voiced over and over again by thousands of foster parents everywhere." Typical comments: "Some people make nasty remarks to me about fostering;" "His parents just upset him and set him back;" "I count them—I've had more workers than foster youngsters."

Rex, Elizabeth, "A Letter to a Foster Child," *Children Today*, (May-June 1973) p. 11.

In a beautiful and sensitive letter written by a foster mother, she recounts the rewarding experience of sharing her home with three foster children. She sums up her role in this way, "a parent's role to all children is to strengthen them with love and encouragement, so they can all leave eventually. Our life has been made richer for having known you."

Stevenson, Oliver, *Someone Else's Child: A Book for Foster Parents of Young Children*.

This book is primarily directed at foster parents of young children under five. A discussion is given of the many different ways in which greater understanding and knowledge can help foster parents to help children more.

Timms, Noel, *The Receiving End: Consumer Accounts of Social Help for Children*. Boston, Mass.: Routledge & Kegan Paul, 1973.

Actual accounts are given of users' experiences with one or more social service agencies. A foster mother describes at length her experience as both a giver and receiver of services. A range of agencies and a variety of problems are surveyed, with each contribution representing the user's view given entirely in their own words. This account may help prospective or actual foster parents to better anticipate

and come to terms with similiar or related problems.

U.S. Children's Bureau, *A Child Is Waiting*. Washington, D.C.: Department of Health, Education, and Welfare, 1967. Publication No. 454.

A pamphlet directed toward prospective foster parents and to those unaware of the need for people who can bring love and security to a child in distress. Explains general responsibilities of day to day care, working with the agency, and basic characteristics a foster parent should possess.

Wilkes, J.R., "The Impact of Fostering on the Foster Family," *Child Welfare*, Vol. 53 (6), (June 1974) pp. 373–379.

The introduction of a child into a foster home has a profound and multifacted effect upon the parents and children of the foster family. This paper describes some of the resultant stresses, and outlines ways to manage them productively.

Materials Helpful for Natural Parents and Foster Parents

Advertising Council, *Food is More Than Just Something to Eat*. Pueblo, Colorado: Advertising Council, 1974.

Information is given on the relative nutritive contents of foods and how to combine them into a healthful balanced diet. Prompted by the growing national concern for dietary deficiencies in Americans, the booklet is designed to be read and understood by any age or educational level. (Copies of this booklet can be obtained by writing: "Nutrition," Pueblo, Colorado 81009.)

Association for Childhood Education International, *Parenting*. Washington, D.C.: Association for Childhood Education International, 1972. 72 pp.

This new ACEI publication causes us to see parenting as more than the sole role of mother, but rather of father and mother, and the total community. The diverse ideas of leading educators, psychiatrists and others are brought together in this book. (The reader interested in viewing parenting in these changing times may wish to refer to several other recent ACEI bulletins: "Children and Drugs," "When Children Move," "Children and T V," and "Children's View of Themselves." For specific reference to relations between parents and children in the school settings, see also the ACEI publications "New Views of School and

Community," and "Parents, Children, Teachers: Communication."

Cazden, Courtney B., ed., *Language in Early Childhood Education*. Washington, D.C.: National Association for Education of Young Children, 1972. 134 pp.

Suggestions for helping young children develop oral language are presented by various authors and related to an overview of oral language from early acquisition to learning to read. Included is a critical analysis of currently available language programs.

Fassler, Joan, *"Children's Literature and Early Childhood Separation Experiences," Providing the Best for Young Children*. Washington, D.C.: National Association for Education of Young Children, 1974.

Separation fears, fear of being separated from one's parents for various reasons is one of the strongest fears of early childhood. The author selected a number of stories that may offer children and adults excellent opportunities to share some honest feelings and to air some inner concerns regarding a variety of early separation experiences in a potentially helpful and growth-producing manner. They are particularly suitable for the three to five year range. Materials concerning separation for purposes involving either hospitalization, death, or divorce in the family have not been included in this selection because such events should have individual attention in their own right. These stories might be particularly helpful for those children who are presently making an initial adjustment to an early school experience.

Galambos, Jeanette, *A Guide to Discipline*. Washington, D.C.: National Association for the Education of Young Children, 1969. 32 pp.

What do you do when . . . A child bites? Hits? Runs around? This teacher-author takes the reader beyond the usual concerns for rules and regulations, punishments and rewards to the implications of effective discipline. A forthright approach to inevitable problems in working with children. Although this booklet discusses discipline in the classroom situation, it suggest useful techniques to maintain controls in the home.

Hendrick, Joanne, *"Aggression: What to Do About It," Ideas that Work With Young Children*. Washington, D.C.: National Association for the Education of Young Children, 1972.

Children should not be forced to deny feelings of aggression. Yet, direct expression of these feelings is not always possible or desirable. A substitute may be used in order to let a child release his feelings harmlessly. Mrs. Hendrick offers suggestions on how to meet this challenge in child rearing. Although directed at teachers, many of the suggested techniques have application in the home.

Homemakers-Upjohn, *A Health Care Training Program.* Kalamazoo, Michigan: Human Resources Division, Homemakers-Upjohn, 1974.

This health education resource series was developed to provide the reader with an informative, useful, learning resource guide. There are four sections presented in the series: "The Professional Homemaking Series;" "The Health Aide Series;" "The Emergency Care Series;" and "The Special Patient Series." The different series may be obtained by writing directly to the Publisher.

Krang, Peter L. and Ostler, Renee, *"Adult Expectations of Children—Do As I Say, Not As I Do," Providing the Best for Young Children.* Washington, D.C.: National Association for the Education of Young Children, 1974.

Setting examples for children is a very important function. Even though the adult's intentions are good, the modeling of appropriate and desirable behavior often does not occur due to one's own inconsistent pattern of communicating his expectations. The author stresses that the adult's attitude and consistent guidance is necessary to enable the child to become a mature individual. "It is not what you do for your children, but what you have taught them to do for themselves that will make them successful human beings."

Marion, Martin C., "Create a Parent-Space: A Place to Stop, Look, and Read," *Providing the Best for Young Children.* Washington, D.C.: National Association for Education of Young Children, 1974.

Children benefit when school and home have a good relationship and when each is aware of the needs and goals of the other. This communication between the home and the school can take many forms—group meetings with films, speakers or workshops, telephone calls, conferences, casual visits, and home visits. Suggestions are given for what parents and teachers can do to improve communication between themselves, and each can assume a more active part in the education of the child.

Office of Child Development, *An Adolescent in Your Home*. Washington, D.C. Department of Health, Education, and Welfare, 1975, DHEW Publication No. (OHD) 75–41.

The adolescent years are exciting years when children become acutely aware of the approach of adulthood and the greater independence that awaits them. In so many ways, adolescents are good people to be with, but there is nothing "restful" about living in a household with youngsters of this age. This pamphlet examines the kinds of problems young people and their parents usually face; and attempts to stimulate understanding between the members of two very different generations.

Office of Child Development, *Child Development in the Home*. Washington, D.C. Department of Health, Education, and Welfare, DHEW Publication No. (OHD) 74–42.

"Your child's ability to learn many skills in these early years will depend on his stage of development and on the encouragement and opportunities that you, the people he loves and depends upon most, offer him at home and in his surroundings." This small booklet prepared by the Office of Child Development offers some guidelines to help parents develop happy, self-confident, and self-disciplined children.

Office of Child Development, *Day Care for Your Children*. Washington, D.C.: Department of Health, Education, and Welfare, 1974, DHEW Publication No. 74–47.

A working mother or a father raising children are often concerned about the care of their children during their working hours. This booklet offers some guidelines to help you select the right day care arrangements for children. It presents the two main sources of day care services—private homes and day care centers; how and where to find out about them; some general advice on what to look for in selecting a day care facility; and some practical information about what to do if there are no adequate day care facilities available in your community.

Office of Child Development, *Fire! Fire! LOOK OUT! IT BURNS!*. Washington, D.C. Department of Health, Education, and Welfare, 1969, DHEW Publication No. 470–1969.

Too often homes catch on fire because families are careless and their homes are full of fire hazards. Children often get

burned or killed in these fires. Since so many of these accidents could be prevented, the Children's Bureau has produced this pamphlet with the hope that it would help parents keep their children safe from fire and from burns.

Office of Child Development, *Fun in the Making*. Washington, D.C.: Department of Health, Education, and Welfare, 1973, DHEW Publication No. (OHD) 76–30031.
Children learn and experiment through play. This booklet contain many ideas for making children's toys and games. They are simple and fun to make and they encourage children to learn and practice specific skills such as: the ability to recognize colors, shapes and sizes of objects; to coordinate their hand and eye movements, to count; and to remember to use words to express themselves.

Office of Child Development, *Infant Care*. Washington, D.C.: Department of Health, Education, and Welfare, 1975, DHEW Publication No. (OHD) 76–30015.
Through the years, Infant Care has become a bestselling Government publication. First published as a guide to parents as to how to best raise a healthy child, the contents of this booklet has been changed periodically to reflect the latest thinking of the experts. But the basic purpose remains the same—to serve as a handy guide for parents who want to make sure their child has a good start in life. It contains a wealth of information on the care, feeding, clothing, and health of babies.

Office of Child Development, *A Handicapped Child in Your Home*. Washington, D.C.: Department of Health, Education, and Welfare, 1973, DHEW Publication No. (OCD) 73–29.
All children are not blessed with normal physical and mental health. Each individual family who has as a member a handicapped person must work out its own philosophy and plan to deal with this crisis when it strikes in their own home. This pamphlet seeks to answer questions as to what effect can a handicapped child have on parents?; On their other children?; What are the stresses; The pitfalls to be avoided; The hardships to be faced?; and What are the rewards?. Drawing on the experiences of parents who have faced a wide variety of problems, it seeks to show that the handicapped child can broaden—rather than narrow—a family's opportunity for a richer, fuller life.

Office of Child Development, *Moving into Adolescence: Your Child in His Preteens*. Washington, D.C.: Depart-

ment of Health, Education, and Welfare, 1972, DHEW Publication No. (OCD) 73–60.

The in-between years are, indeed, so short and puzzling that very little is said or written about them. To fill in this gap, the Children's Bureau prepared this publication devoted especially to this particularly brief, but important stage in the child's life. It covers mainly the special kinds of concerns that are a part of this stage of growth.

Office of Child Development, *One-Parent Families*. Washington, D.C.: Department of Health, Education, and Welfare, 1974, DHEW Publication No. (OCD) 74–44.

There are thousands of men and women raising their children without the other parent. The first section of this pamphlet gives case histories of parents and children of one-parent families. In the last section, there are suggestions for ways to get help through the initial period of adjustment and difficulty; an example of a plan of action; and some practical advice on sensible attitudes about yourself and your children.

Office of Child Development, *The Premature Baby*. Washington, D.C.: Department of Health, Education, and Welfare, 1971, DHEW Publication No. 40–1971.

The premature baby arrives ahead of schedule and most mothers are unprepared for their early arrival. This booklet seeks to answer such questions as why some babies are born premature, what are some of the problems of prematurity, and how long the premature baby may need extra care. A discussion is also given of the early growth and development of the premature baby.

Office of Child Development, *Safe Toys for Your Child*. Washington, D.C.: Department of Health, Education, and Welfare, 1971, DHEW Publication No. 473–1971.

Although complete statistical information is not available, the U.S. Public Health Service estimates that 700,000 children are injured each year as a result of accidents from toys. This small booklet gives helpful hints to parents about what to look for in toys, what to avoid in toy construction or materials, and the care of children toys.

Office of Child Development, *Teach Children Fire Will Burn*. Washington, D.C.: Department of Health, Education, and Welfare, 1969, DHEW Publication No. 471–1969.

Next to injuries caused by traffic accidents, fires are the leading cause of death for children under 5, and the fourth

leading cause for the death of children from 5 to 14. This pamphlet published by the Children's Bureau, Office of Child Development is directed to parents and to all who have the care and responsibility of children. It gives useful hints as to how parents and others charged with the care of children can teach them of the dangers of fire and precautionary actions that should be taken to prevent fires.

Office of Child Development, *Your Child From 1 to 6*. Washington, D.C.: Department of Health, Education, and Welfare, 1974, DHEW Publication No. (OHD) 76-30026.

The earliest years in a child's life are the years when the development of future life patterns take place at such a rapid pace. The years from birth to say, six years, when environmental forces are deciding what the child's potential shall be, how great his capabilities, and how high his ambitions. This pamphlet is aimed at helping parents to understand and properly care for the child's needs during these important first years.

Office of Child Development, *Your Child From 6 to 12*. Washington, D.C.: Department of Health, Education, and Welfare, 1973, DHEW Publication No. (OHD) 76-30040.

Parents sometimes feel blessed, but oftentimes bewildered by their 6 to 12 year old children. This pamphlet brings together, in a practical, easy-to-read way, the chief results of the research and observations of a large body of scientists who specialize in studying children and their families. It is designed to help parents to meet the challenges and problems involved in rearing their 6 to 12 year old child.

Reistroffer, Mary and McVey, Helen, *Life's Maze and the Hyperactive Child*. Wisconsin: University of Wisconsin-Extension, 1974.

An attempt is made in this booklet to place the parent or foster parent and their hyperactive child in some of the life situations which are fraught with crisis and contention. Through the medium of situational examples, hurdles, and expectable reactions, suggested management themes and approaches are presented to assist both parent and the child. Anticipation and preparation are the keys to the maze, and to prevention and melioration of frustrating immobilizing experiences for the parent and child.

Riley, Sue Spayth, "Some Reflections on the Value of Children's Play," *Providing the Best for Young Children*.

Washington, D.C.: National Association for Education of Young Children, 1974.

"Play is the very essence of childhood. It is the child's vehicle of growth, the wheels of movement that allow him to explore the world around him as well as the adult world of which he will become a part. A child who does not play —if we can imagine such a being—is in serious trouble. A discussion is given on the importance of play in the child's development and how it should be encouraged.

Stowitschek, Joseph J. and Hofmeister, Alan, "Parent Training Packages," *Children Today*, (March-April 1975) pp. 23–25.

Concerned parents represent a valuable resource in helping their children to develop essential language, self-help, and coordination skills. The authors describe the various types of training, or learning packages that are now being developed to instruct parents in how to become effective teachers of selected skills, many of which are critical to their child's development and education. The parent packages may also provide part of the solution to the serious lack of contact between parents and skilled educators and psychologists.

Weinberger, Betty; Haas, Carolyn; Heller, Elizabeth; and Cole, Ann, *Parents as a Resource*. Northfield, Illinois: PAR Project, 1972. Series.

PAR is a voluntary coalition of four suburban housewives (former teachers and social workers) who decided in 1968 to provide parents with creative, skill-building, project ideas for the one to six year old child which require virtually no cost at all. Paper and cloth scraps, jar lids, clay dough, salt and discarded shoe boxes are only a few of the unlikely household ingredients called for in the hundreds of recipes created by PAR to teach pre-schoolers manipulative and conceptual skills. This series includes: "Recipes for Fun," "More Recipes for Fun," "Recipes for Holiday Fun," "Back Yard Vacation," and "Learning Together." In addition, this organization has published a booklet, "Workshop Procedures," which explains how parents and staff can lead their own activity workshops by following the explicit directions in conjunction with the Recipe books. (These booklets can be ordered through PAR Project, 464 Central, Northfield, Illinois 60093.)

Weiser, Margaret, "Parental Responsibility in the Teaching of Reading," *Young Children*. Vol. 24 (4), (1974) pp. 225–230.

Parents are essential in the development of experience and of language, and language is the basis of reading. Suggestions and methods are offered as to how parents can work with their young children in developing basic skills necessary for mastering reading and better prepare them for their first years of elementary school.

Foster Parents—Job Classification I Temporary Foster Parents

Basic Job Description

An employee couple* in this class uses its capacity for parenting to give temporary care to six or fewer children** without severe problems who are expected to return to their own homes or to be placed for adoption within a reasonable period of time. The age ranges of the children resemble those in a natural family. A sibling group of more than six may be cared for in one home.

The foster parents are responsible to the social agency as represented by a qualified child welfare worker located in a county or city department of public welfare, a district office of the State public welfare department, or a voluntary agency.

In Job Classification I foster parents are expected to function at an average or better level in most areas of foster parenting.

Illustrative Examples of Responsibilities:

Provides foster child with physical care, shelter, protection, nurture, guidance, education, stimulation, family living experiences, values for living, and loving care.

Works as special member of the staff reporting verbally and in writing observations, problems, etc., in regard to the child and his family and discussing and deciding with the caseworker, the methods and plans for helping the child and his family.

Participates in agency activities, including appropriate staff meetings, professional conferences, educational meetings, foster parent associations, etc.

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*When appropriate to the child's needs, an individual may be a foster parent.

**The total number of children including the foster family's own children shall not exceed six.

Handles information about child and his parents in a responsible way.

Helps child understand why he is in foster family care.

Works toward achieving an understanding attitude toward natural parents.

Makes day-by-day decisions.

Reports changes in own family make-up, emergencies, vacation trips, etc.

Uses medical services, according to agency policy, and follows direction of pediatrician, psychologist, psychiatrist and other professional consultants.

Begins or adds to the child's life book.

Reports illnesses and accidents as directed.

Keeps records of expenditures when required by the agency.

Provides helpful opportunity for visits of natural family members and of adoptive applicants as agreed upon in planning conference.

Participates in helping child separate from foster parents to return to own family, to become a member of an adoptive family, or when necessary to move to another foster care resource.

Minimum Requirements:

Good health as verified by family physician or medical examinations.

Lives in or is willing to reside in a home which is safe, sanitary, and sufficiently large.

Lives in or is willing to reside in a neighborhood which is comparatively safe and has needed resources.

Is licensed or approved according to licensing standards as a foster family home.

Successful completion of the application process and written agreement with the social agency regarding working with the agency as foster parents.

Successful experience in home management and child care.

Good marital relationships with democratic decision making practices.

Natural ability to assume parenthood for foster children and to include foster child as a member of family for the necessary period of time until a more permanent plan is

achieved.

Committment to develop increasing competency as foster parents.

Attendance at preservice orientation and education group meetings when available.

Required Knowledge, Skills, and Capacities—at the beginning level:

Ability to consider child's needs first, to accept him with warmth and grow to love him.

Confidence, competence, and satisfaction in role of parent.

Ability to help child succeed at something, praise him for his effort and for any success he has.

Creation of atmosphere of compassion, encouragement, and stability with needed flexibility.

Ability to achieve benevolent but firm, consistent, reasonable and appropriate discipline.

Knowledge of normal development of children and child's need for protection, encouragement, and limits at various stages of life.

Ability to work with other staff members for benefit of foster child and his parents.

Ability to use supervisory help in meeting needs of child.

Ability to work comfortably with authority figures; to ask for reconsideration when they do not agree with agency or worker actions, and to make constructive use of grievance procedures.

Ability to accept natural parents as individuals important to the child.

Ability to aid the caseworker as agreed upon in conference, in helping the natural parents to carry indicated responsibility for the child.

Ability to maintain most of the time, an atmosphere of optimism and enjoyment.

Ability to teach child appropriate ways to behave and standards of good conduct, to use judgment as to behavior expected of child in keeping with his age, problems, security in home; and to hold to appropriate expectation with the child.

Ability to share parental authority and responsibility with

child welfare worker and natural parents and to help child be clear as to the responsibility of caseworker, foster parents, and his own parents.

Ability to warmly support child in sorting out who he is.

Ability to use day-to-day events to help child develop cognitively and socially.

Ability to maintain a sense of humor.

General knowledge of public welfare programs and community relations which may affect the child.

Ability to sponsor the child in the community and to work with school, recreation groups, etc., when indicated.

Foster Parents—Job Classification II
Emergency Foster Parents

Job Description

An employee couple* in this class uses its parenting capacities to provide immediate care and comfort to children placed with them on an emergency basis at any time of the day or night. The child will remain for a short period of time until a service plan for him and his family can be developed and put into effect.

In Job Classification II foster parents are expected to function at an average or better level in most areas of foster parenting.

The specifications of Basic Job Classification I applies to employees of Classification II with certain additional specifications, such as the following:

Illustrative Examples of Additional Responsibilities:

Accepts child on emergency basis at any time of the day or night and without previous discussion of the child and preparation for him.

Participates in helping child move from emergency foster parents, to return to own family, or to transfer to group home, institution, or another foster family.

Maintains readily available living space for designated number of children.

Minimum Requirements: Same as Foster Parents—Job Classification I

*An individual may be an emergency foster parent.

Required Additional Knowledge, Skills, and Capacities—at the beginning level:

Natural ability to assume emergency responsibility for foster children and to include foster child immediately in family living pattern.

Ability to accept and comfort child immediately regardless of his physical conditions or emotional state.

Ability to cooperate with police officers and others who may make emergency placements.

Foster Parents–Job Classification III Specialized Foster Parents

Job Description

An employee foster couple* in this class uses its capacity for parenting to provide family living experiences and corrective or supportive help to children who are handicapped. The child may have a physical handicap, or illness, have unusual behavior problems, be mentally retarded, or emotionally disturbed. He may be expected to return to his own home, be placed for adoption, be placed in a permanent foster home, or in group foster care.

In Job Classification III, foster parents are expected to function at better than average levels in most areas of foster parenting and to have extra ability to provide the corrective care and training which is applicable to the child's handicaps.

The specifications of Basic Job Classification I applies to employees of Classification III with certain additional specifications, such as the following:

Illustrative Additional Examples of Responsibilities—Advanced Level of Functioning:

Participates in agency conferences to develop initial plans for children; to review progress; to revise plans.

Carries out designated treatment procedures prescribed for child's illness (physical or emotional).

Follows treatment recommendations of professional consultants and social work staff as agreed upon in conference.

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*When appropriate to the child's needs, an individual may be a specialized foster parent.

Shares responsibility for treatment with the caseworker and other specialists.

Recognizes child's symptoms, some of the causes for them, and what seems to precipitate them.

Fits special treatment recommendations into general knowledge of childhood growth and development.

Learns from experience that a disturbed child can disrupt the family's usual ways of doing things, that it is usual to have very strong feelings of anger, pity, guilt, etc., and learns to control these feelings.

Is willing to continue with a child over a long period of time with slow, and sometimes little, change in his health or behavior.

Helps with child's adjustment in school and community, as well as home.

Is responsible along with caseworker, for working cooperatively with organization and individuals providing specialized treatment and training for the foster child.

Handles visits, calls, etc., of disturbed parents of child in a constructive way.

Successfully completes pertinent education courses when available.

Additional Minimum Requirements:

Above average interest in the handicapping condition of the child.

Committment to learn how to adjust parental nurturing to child's special problem and how to carry out appropriate treatment procedures.

Additional Required Knowledge, Skills and Capacities—Advanced Level of Functioning:

Security as parents and a healthy family life which permits the adjustment necessary to including an ill child in the family group.

Ability to recognize when a child or his parents arouse strong feelings e.g. anger, guilt, to discuss this with social worker and make necessary adjustments.

Ability to judge when child needs help and when he should be allowed or encouraged to function on his own.

Ability, along with social worker, to measure child's be-

havior against knowledge of general healthy child development and good standards of behavior in order to judge the severity of the child's illness.

Ability to seek help from social worker, doctor, etc., and to be willing to try treatment methods recommended.

Imagination in developing methods out of own experience with children.

Ability to give to handicapped child and also to enforce limits consistently.

Ability to observe and to learn what circumstances precede and seem to bring on child's sick behavior.

Foster Parents–Job Classification IV
Permanent Foster Parents

Job Description

Foster parents* in this class use their capacity for parenting to incorporate the child, who cannot return to his natural family or be placed for adoption within a reasonable time, into their families as a member who belongs and who is expected to remain throughout his childhood.

The foster parents continue under the general supervision of a qualified social worker according to a written agreement mutually arrived at, setting forth respective responsibilities. The agency, foster parents, the children when old enough and any significant natural family members agree in writing that, barring unforeseen circumstances, the child will remain with the foster parents until he reaches his majority. Permanent foster parents through legal procedures may become legal guardians of the foster child and the child may be given legal permission to take their name.

If subsidized adoption is provided by State law and the child is or can be made legally free for adoption, the foster parents may apply to adopt the child.

In some cases and at some point, foster parents in Classification IV may assume full financial responsibility for the child.

*When appropriate to the child's needs, an individual may be permanent foster parent.

In Job Classification IV, foster parents are expected to function at better than average level in most areas of parenting and to want the child to become a continuing member of the family.

Basic Job Classification I applies to employees in Classification IV with certain additional specifications, such as the following:

Illustrative Examples of Additional Responsibilities:

Works with child and agency to establish goals for his future.

Provides, with agency help when needed, for the child's vocational training or advanced education.

Provides, with agency help when needed, for development of talents of the child.

Helps child to realize his full potential.

Takes full responsibility for calling upon agency for help as soon as special help is needed.

Gradually accepts major responsibility as a "permanent" parent while continuing to consult caseworker regarding major decisions and availability of resources.

Helps child to deepen his understanding and acceptance of his natural parents, his foster status, and the reasons for it.

Gives the child continuity and predictability by constancy of expectation that he will grow up in their home.

Minimum Requirements: Same as Foster Parents—Job Classification I

Required Additional Knowledge, Skills, and Capacities—at the beginning level or better:

Committment to see that child remains as a member of the family and enters adulthood with the necessary maturity, knowledge, skills, goals and values.

Ability to adjust constructively to the changing behavior and attitudes of the child as he grows to adulthood.

Ability to tolerate and work through the inherent conflict due to two sets of parents.

Ability to help child learn true values and at the same time give him the freedom to become an individual person who learns how to make his own choices and decisions.

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